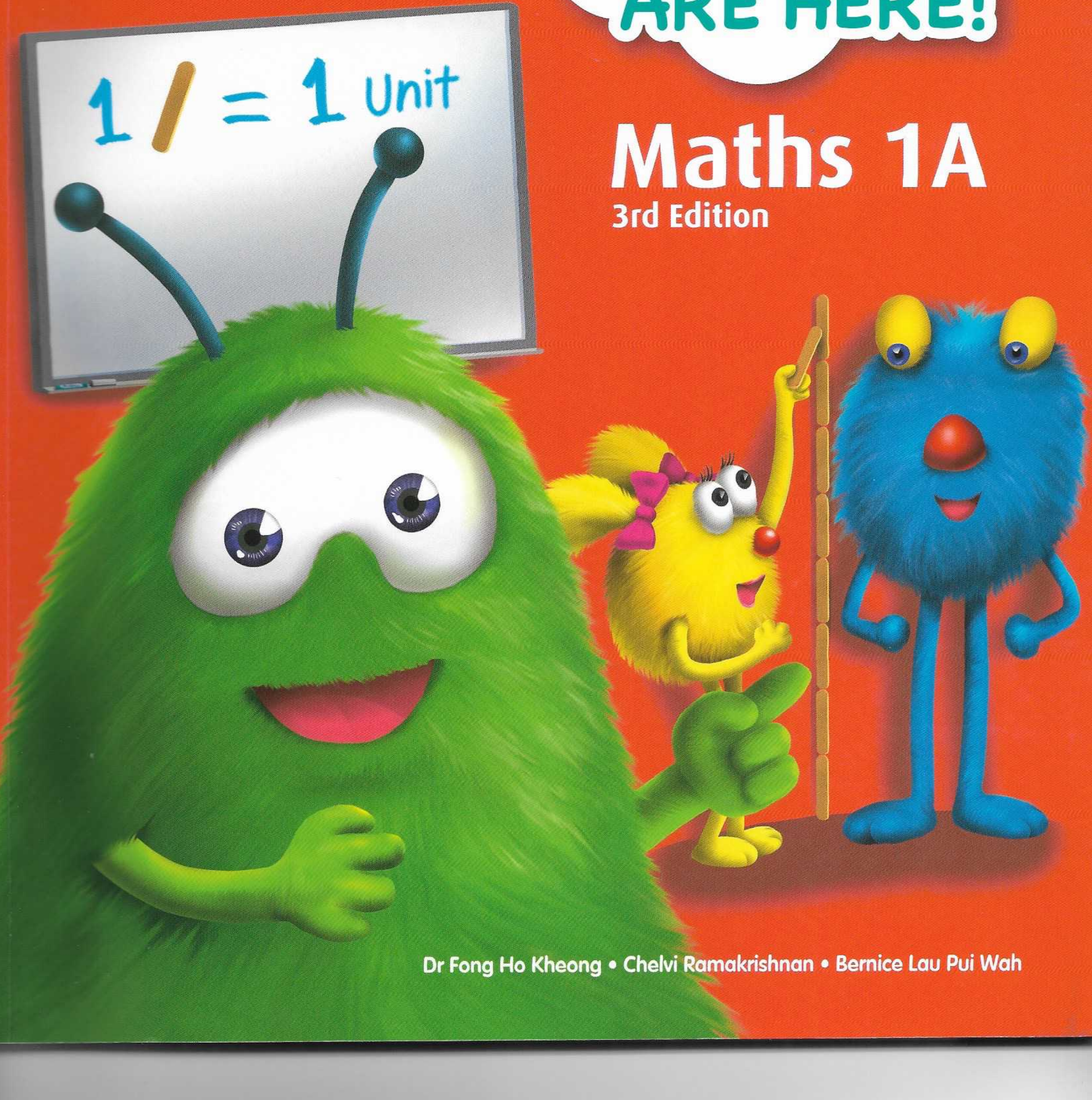
Marshall Cavendish
Education

Pupil's Book

MY PALS ARE HERE!

Maths 1A

3rd Edition



Dr Fong Ho Kheong • Chelvi Ramakrishnan • Bernice Lau Pui Wah

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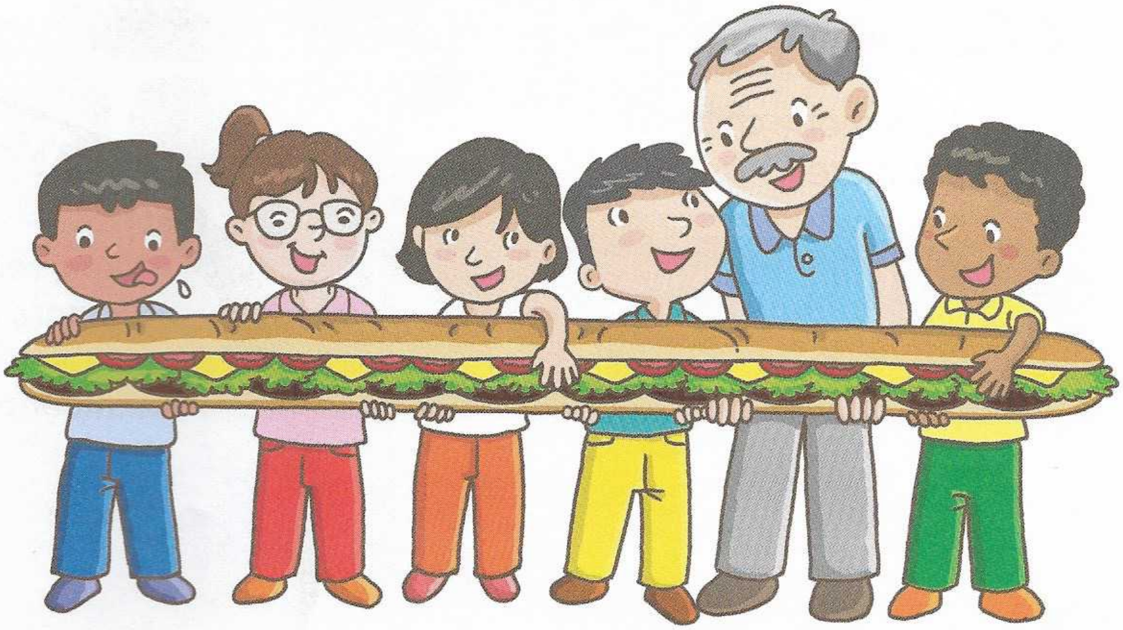
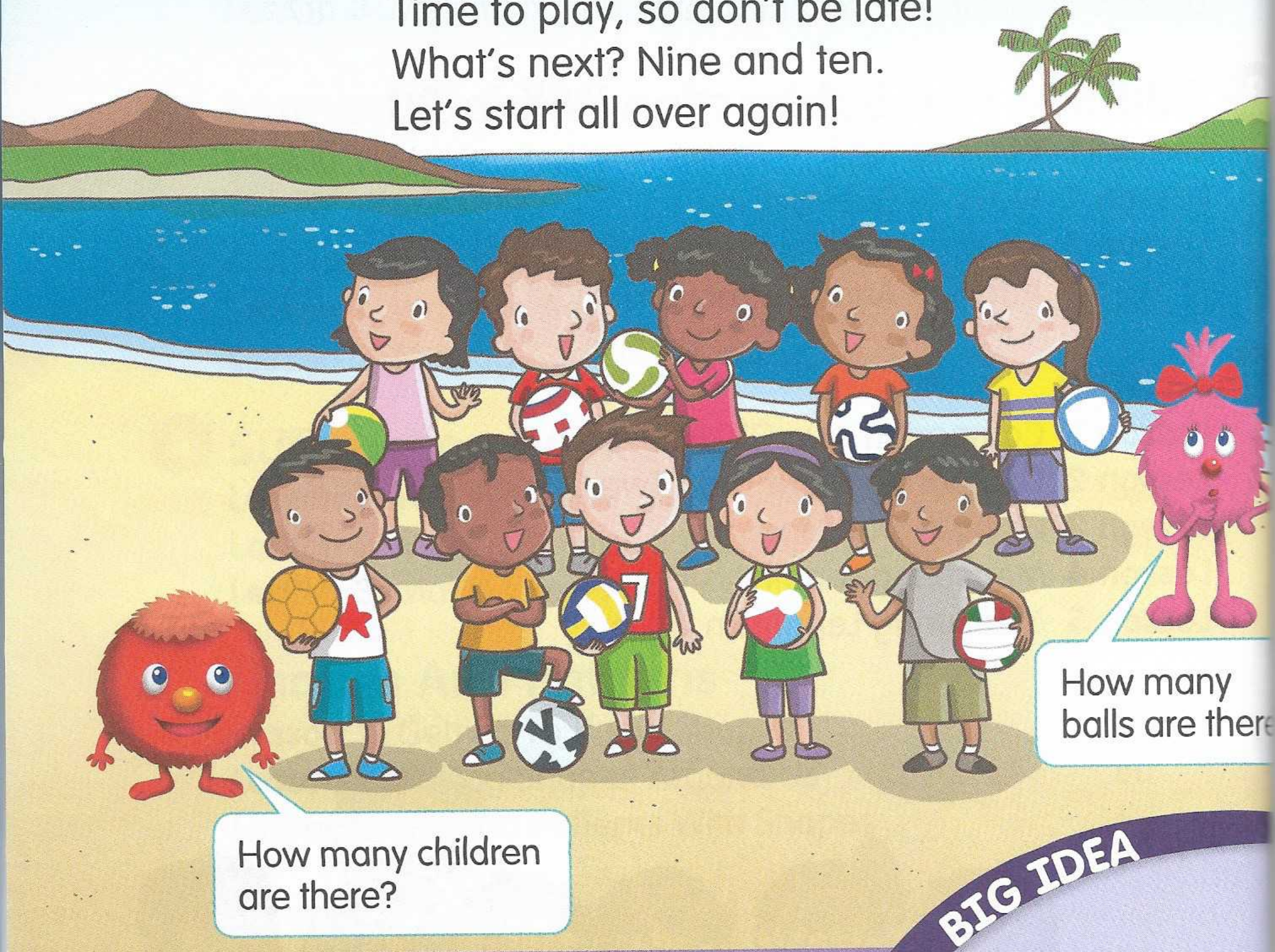


CHAPTER

1

Numbers To 10

One, two, three, four,
Hear the mighty ocean roar!
Five, six, seven, eight,
Time to play, so don't be late!
What's next? Nine and ten.
Let's start all over again!


7
How many balls are there
How many children are there?

Lesson 1 Counting To 10
Lesson 2 Comparing Numbers
Lesson 3 Making Number Patterns

BIG IDEA

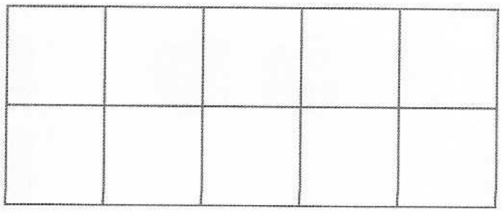
Count, read, write, compare and order numbers to 10. Make number patterns.

LESSON 1

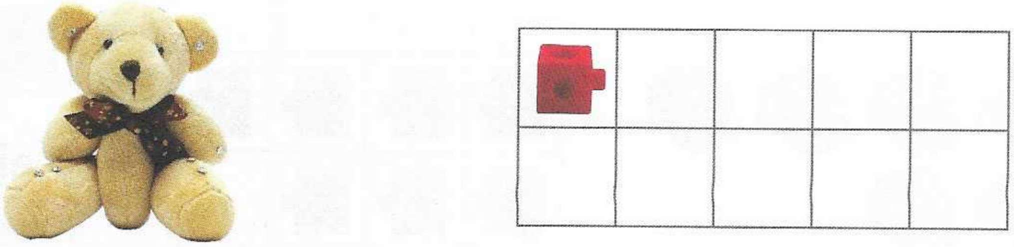
Counting To 10

Learn Counting to 10

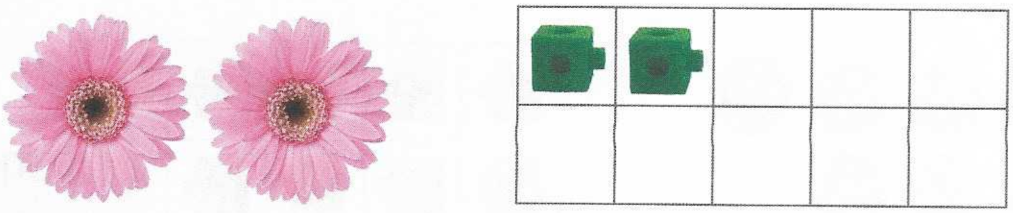
Look in your pencil cases.
How many pencils do you have?
How do you know?



0
zero



1
one



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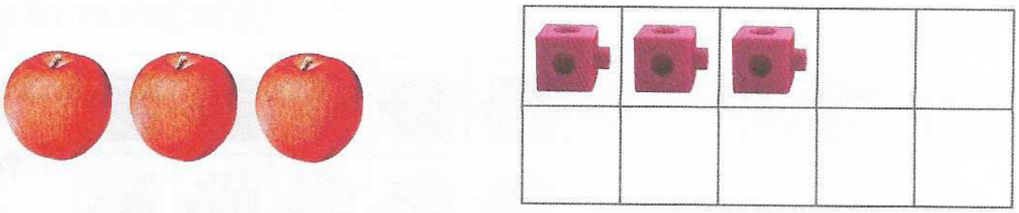
two



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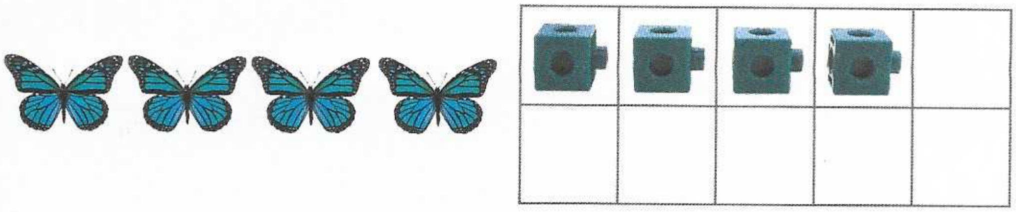
three



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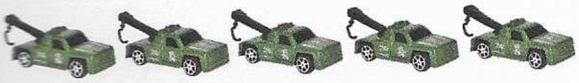
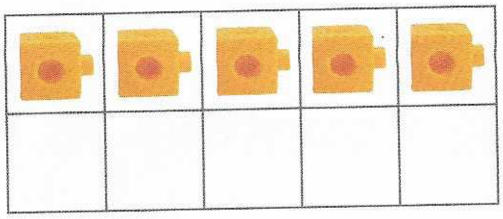
four

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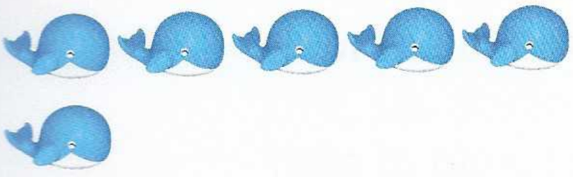
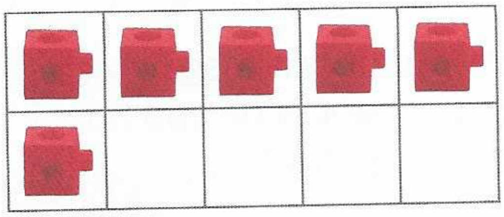
five

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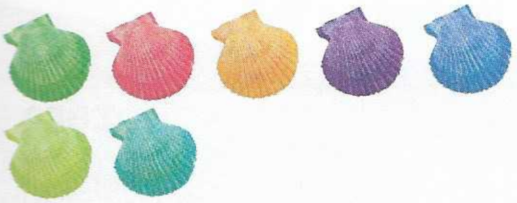
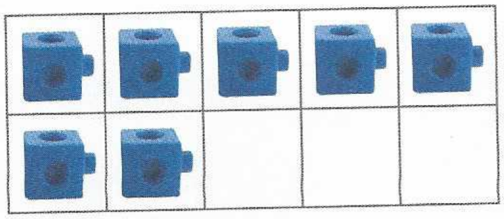
six

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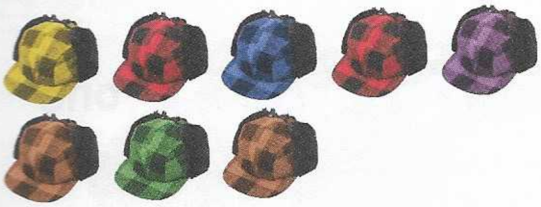
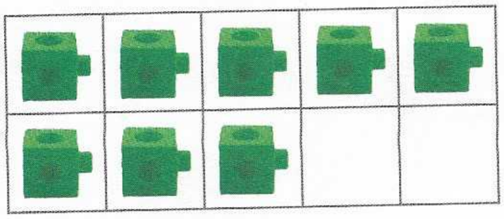
seven

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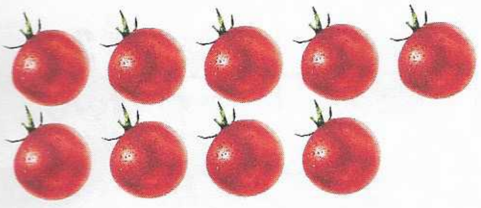
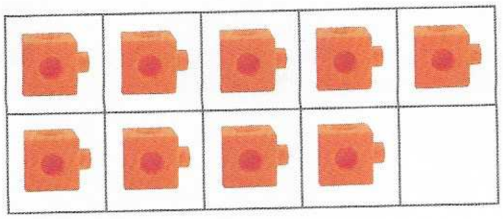
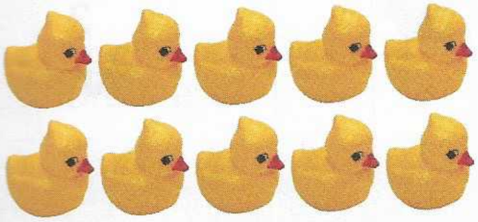
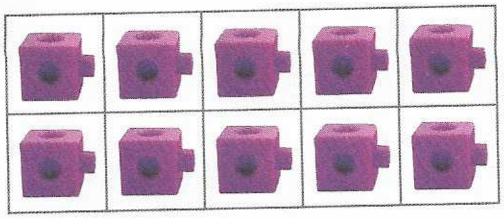
eight

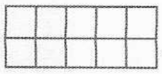
9
nine

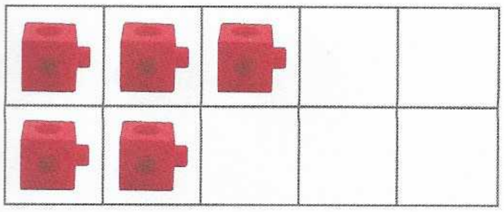
10
ten

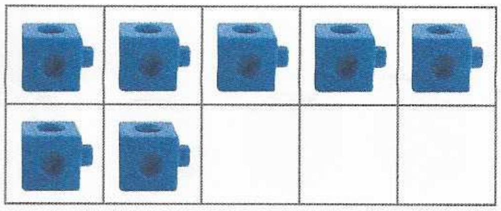
Hands-On Activity

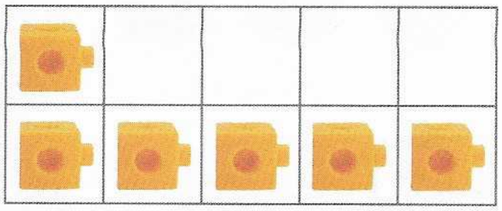
Station 1

Put on a .

Then count.

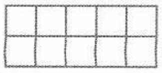
a  5

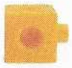
b  7

c  6

Station 2

Write in numbers.

Then put the correct number of on a .

a four  4

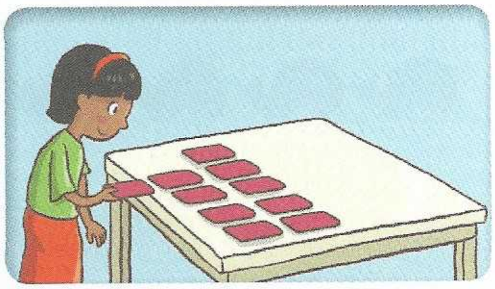
b eight 8

Game

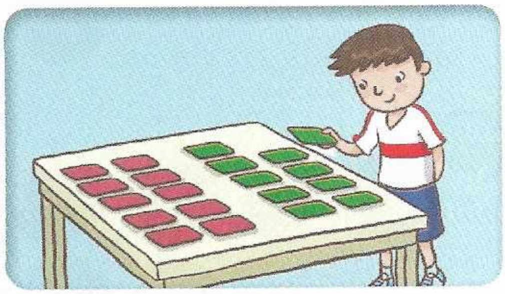
Players: 2
You need:

- 9
- nine

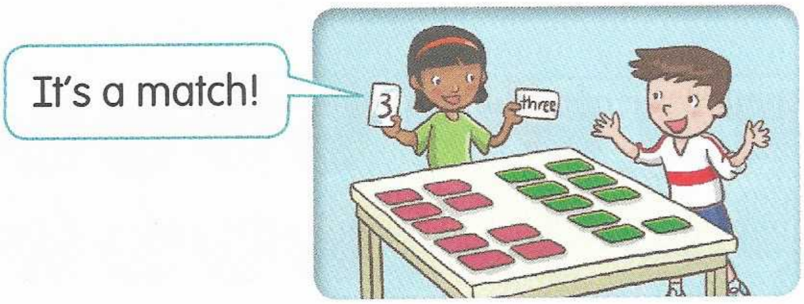
① Player A puts the 9 on the table.



② Player B puts the nine on the table.



③ Player A turns over a 9 and a nine.
If the cards match, Player A keeps them.
If they do not match, Player A puts them back.

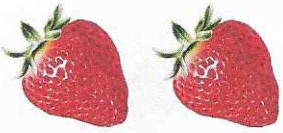


④ Switch roles and repeat ③.

The first player to collect 10 cards wins!

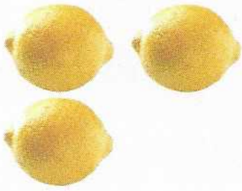
① Count.

Example



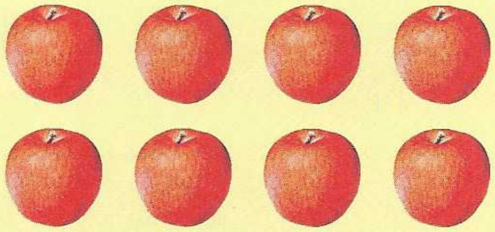
2

a



3

b



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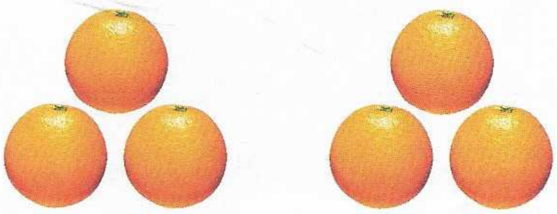
c



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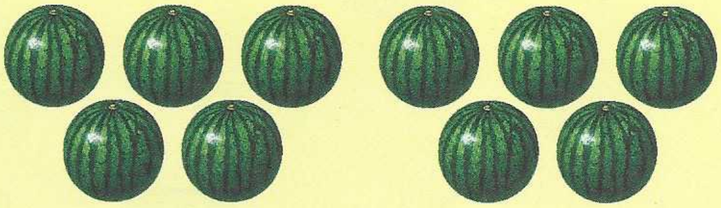
d

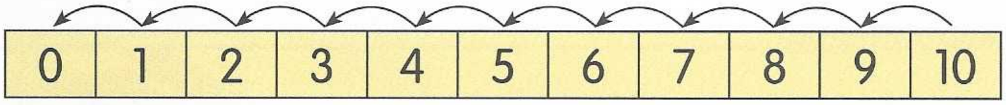


10

Learn Counting back from 10

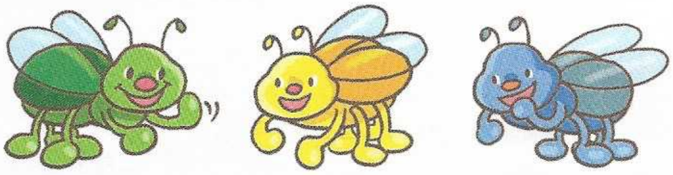
Take 10 ●.

Put them in a box one by one while counting back.
How do you count back from 10 to 0?



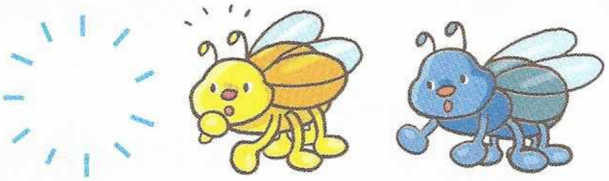
2 Count.

Example



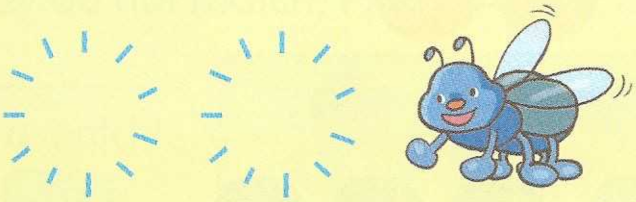
3 three

a



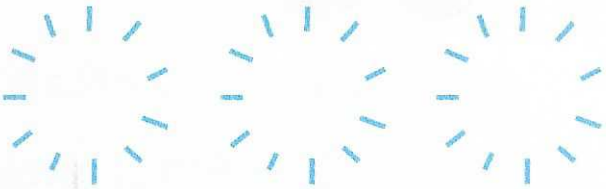
2 Tow

b



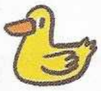
1 one

c



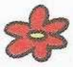
0 Ze

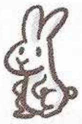
3 Count.

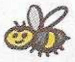


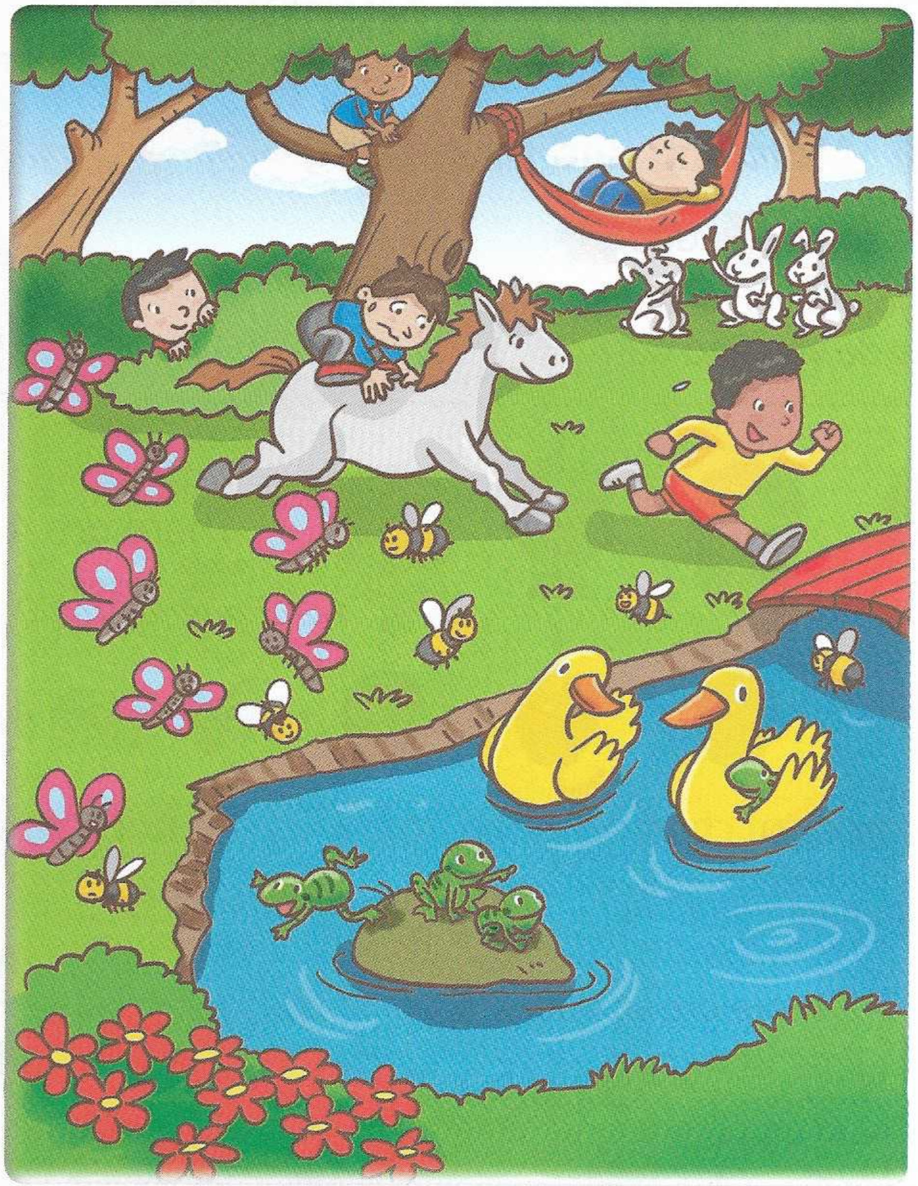
2

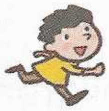
two

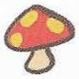


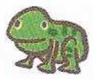


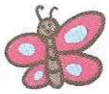












Workbook A: Practice 1, pages 1–6

Get your child to collect things in your home to show numbers to 10.
Then ask him to count the things and write in numbers and in words.

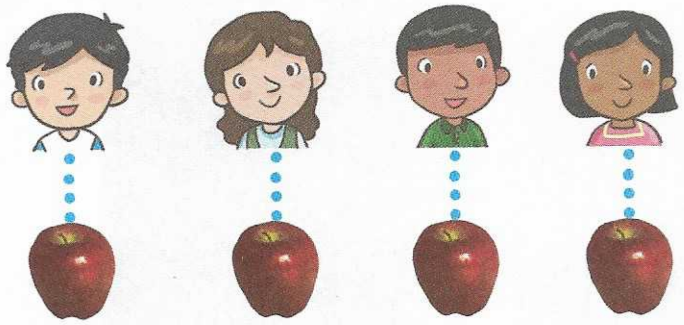
LESSON
2

Comparing Numbers

Learn Matching and comparing

Take some 🟥 and 🟦.

Do you have the same number?
How do you find out?

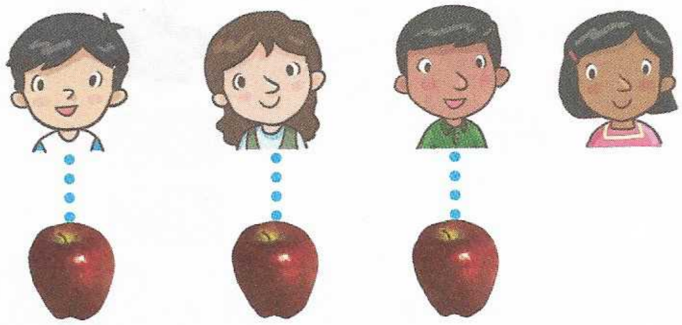


There are 4 children.

There are 4 apples.

The number of children is the **same as** the number of apples.

There are **as many** children **as** apples.



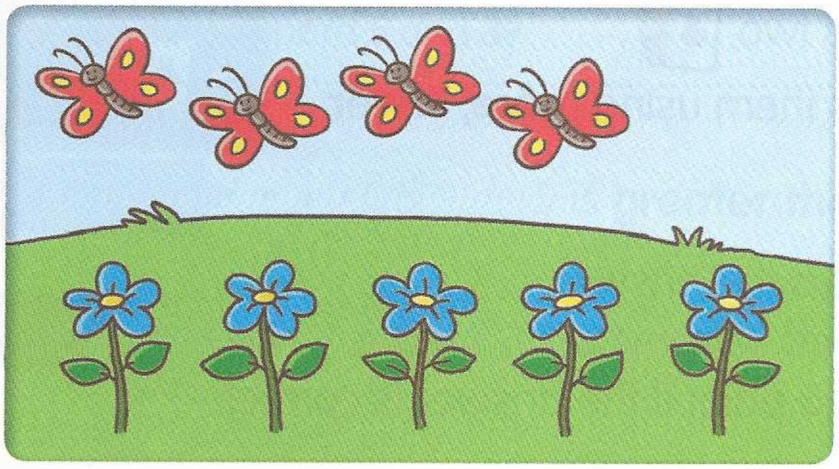
There are 4 children.

There are 3 apples.

There are **more** children than apples.
There are **fewer** apples than children.

① Match and compare.

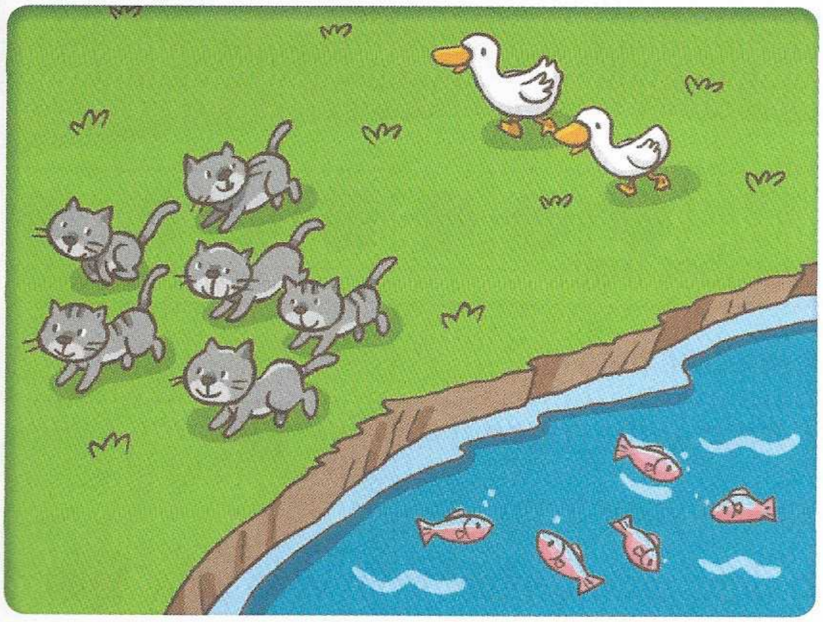
Use **more** or **fewer**.



There are ____ 🌼 than 🦋.

There are ____ 🦋 than 🌼.

②

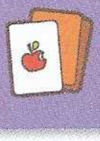


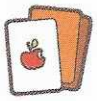
More or fewer?

There are ____ 🐱 than 🐟.

There are ____ 🦆 than 🐟.

Game

Players: 2
You need:
- 

① Player A picks two .
He compares them using **more**, **fewer** or **the same**.

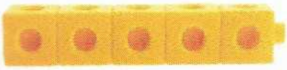
② Player B checks the answer.

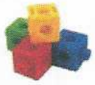
③ Player A gets a point if the answer is correct.

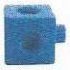
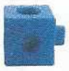
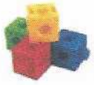
④ Switch roles and repeat ① to ③.

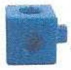
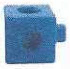
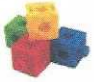
After five rounds, the player with more points wins!

Let's Explore!

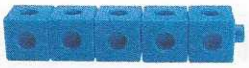
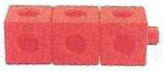
 is a number train.

Use  to make number trains.

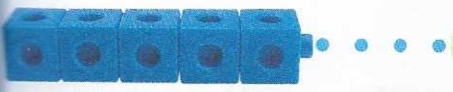
ⓐ Make a number train with more than five .
How many  are in your train? 7
Can you make a different number train with your  ?

ⓑ Make a number train with fewer than five .
How many  are in your train? 2
Can you make a different number train with your  ?

Learn Counting and comparing

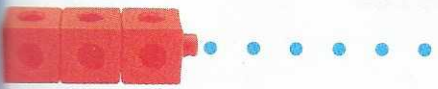
Make  and .

How do you compare 5 and 3?



5

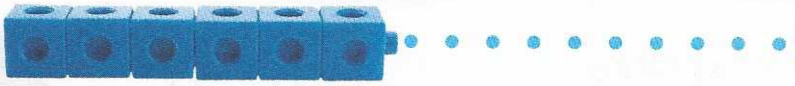
5 is **greater than** 3.



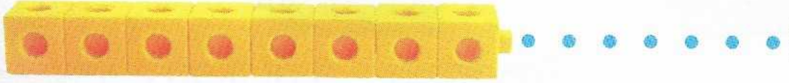
3

3 is **smaller than** 5.

3



____

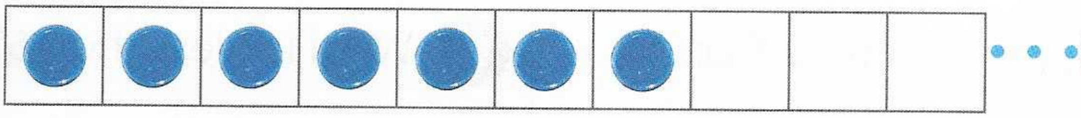


____

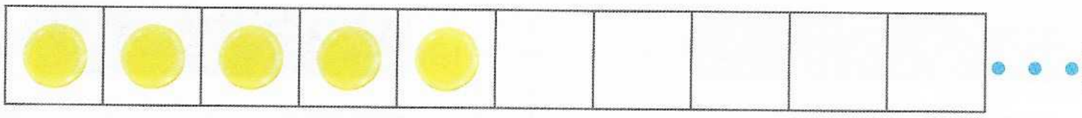
____ is greater than ____.

____ is smaller than ____.

4



____



____

____ is greater than ____.

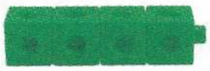
____ is smaller than ____.

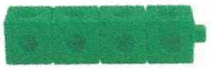
Workbook A: Practice 2, pages 7–12

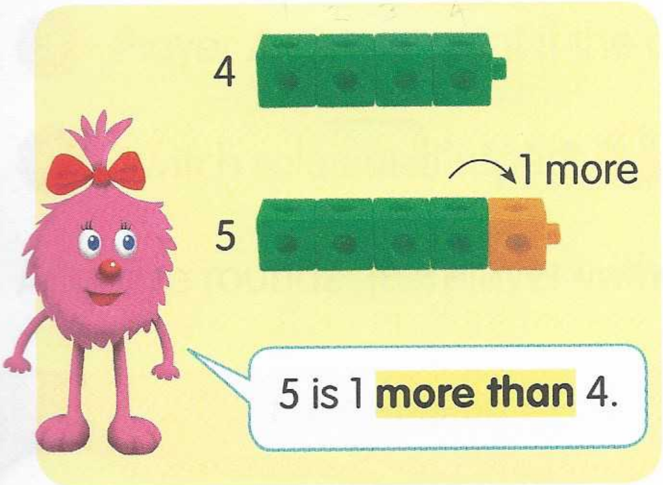
LESSON

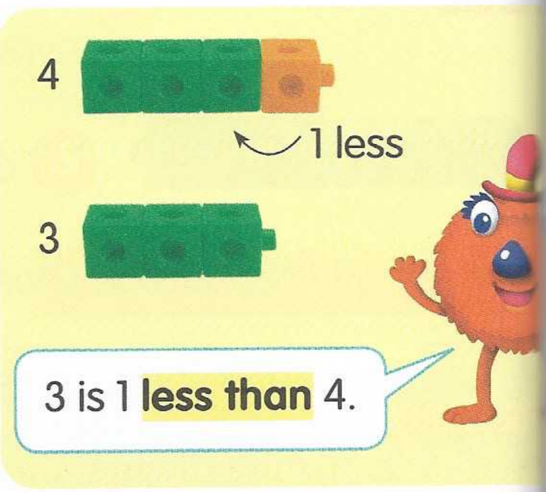
3 Making Number Patterns

Learn Using to find 1 more or 1 less

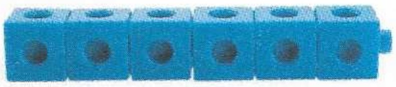
Make .

How do you find 1 more or 1 less than ?


4
1 more
5
5 is 1 more than 4.

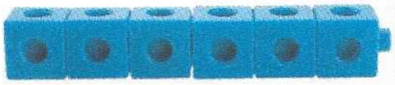

4
1 less
3
3 is 1 less than 4.

① What is 1 more than 6?



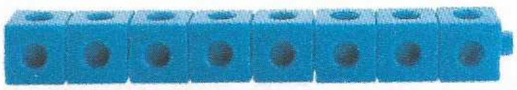
☐ is 1 more than 6.

② What is 1 less than 6



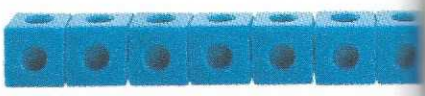
☐ is 1 less than 6

③ What is 1 more than 8?



☐ is 1 more than 8.

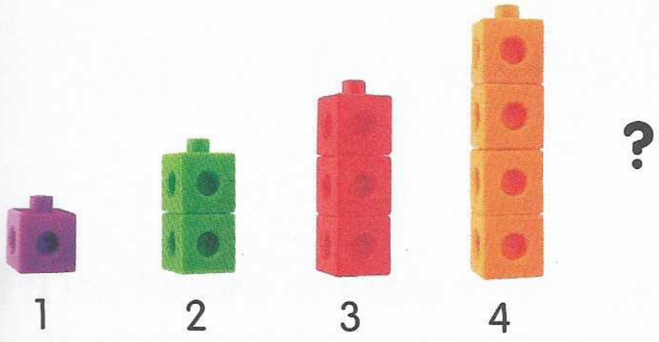
④ What is 1 less than 8



☐ is 1 less than 8

Learn Making a pattern

Use to make the pattern below.



How many come next in the pattern?
How do you know?

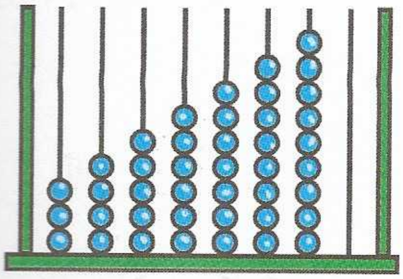
What comes next in the **pattern**?

1, 2, 3, 4, **?**

5 comes next in the pattern.

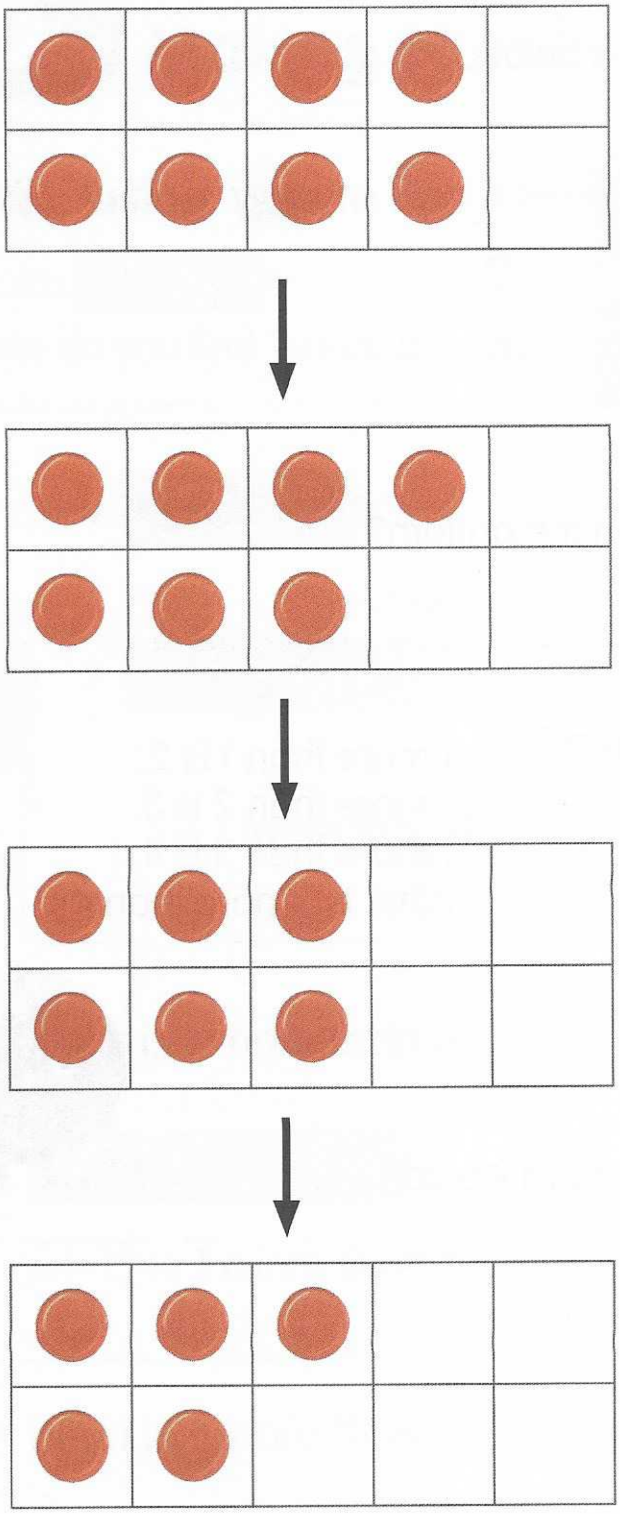
1 more than 1 is 2.
1 more than 2 is 3.
1 more than 3 is 4.
What is 1 more than 4?

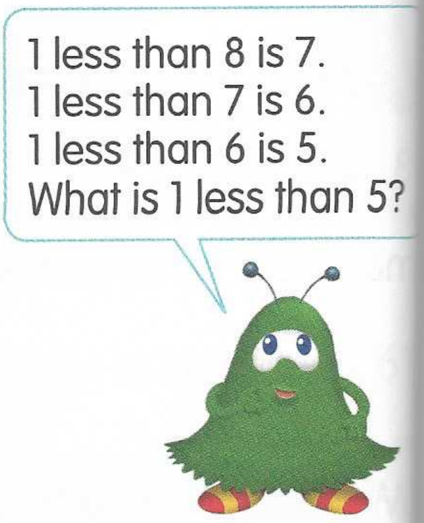
5 Meiling makes a pattern with beads.



How many beads come next in the pattern? ten

6 Hamza makes a pattern.




1 less than 8 is 7.
1 less than 7 is 6.
1 less than 6 is 5.
What is 1 less than 5?

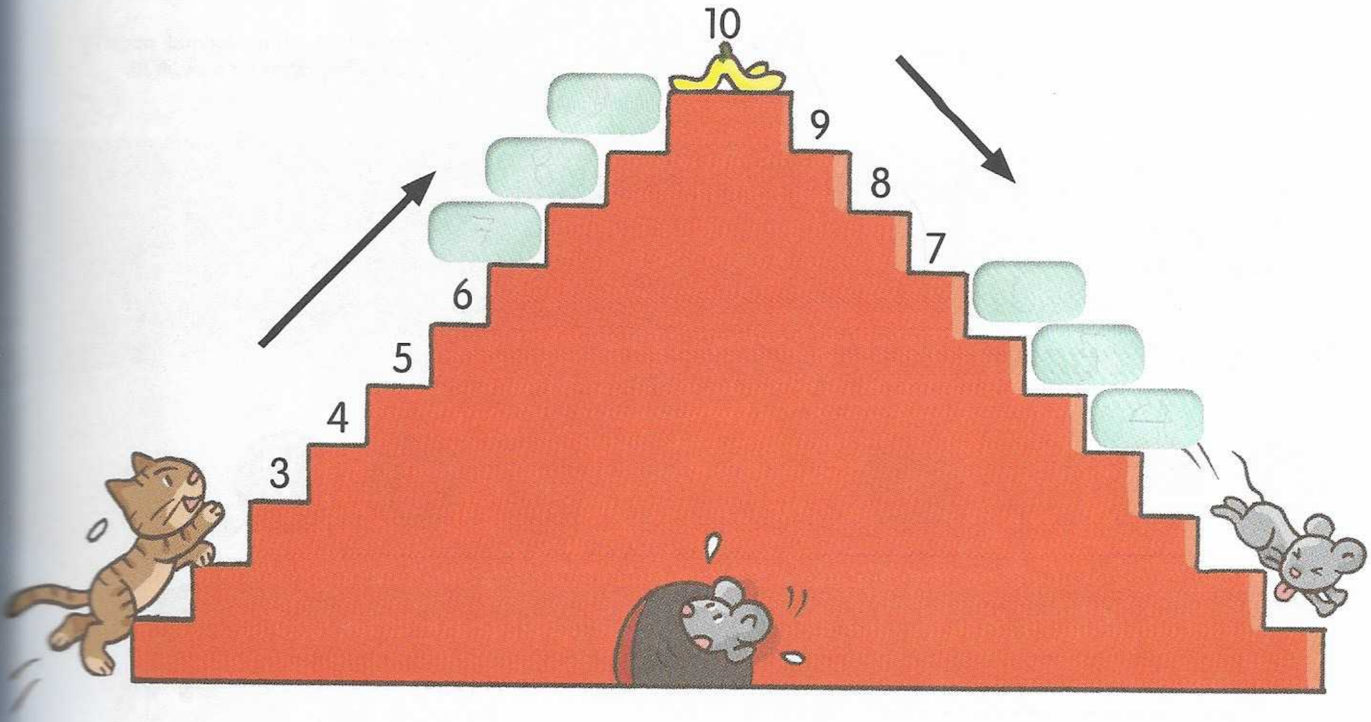
How many ● are there in the next ▦ ? 4

Sept 1

⑦ Count on to find the next number.

3, 4, 5, 6, 7

⑧ Use **1 more** or **1 less** to describe each number pattern.
Then complete each pattern.



Workbook A: Practice 3, pages 13–16

Maths Sharing

1 Which sentences are correct?

a A bicycle has 2 wheels.

b A cat has 4 legs.

c 5 is greater than 7.

d 8 is 1 less than 9.

2 Can you show a pattern using all these numbers? Why?

9 6 3 7 5

9 5 6 7 9

Workbook A: Maths Journal, pa
and Performance Task, page 18

Put On Your Thinking Cap!

7 3 2 6 10 9 4 5 1 8

Numbers greater than 2 and smaller than 9

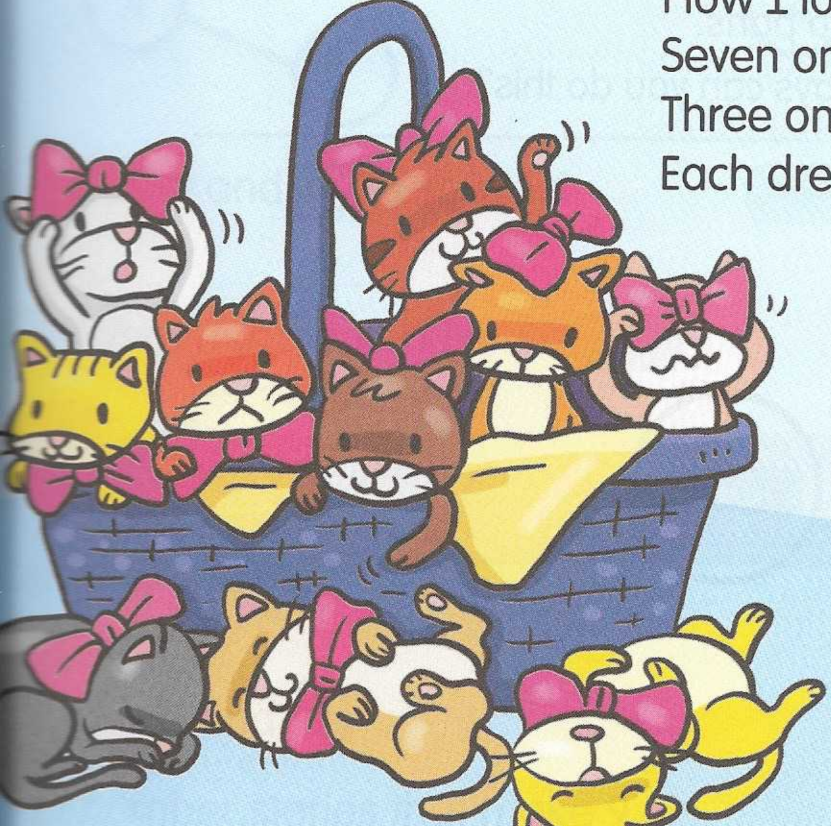
Use these numbers to make two number patterns.
What can you say about each pattern?

Workbook A: Put On Your Thinking Cap! pages 1

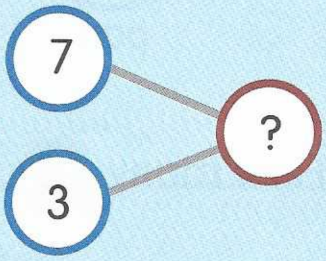
HAPTER
2

Number Bonds

Kittens, kittens, cute little kittens,
How I love them so!
Seven on the inside,
Three on the outside,
Each dresses up in a bow!



How many kittens are there?



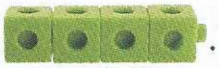
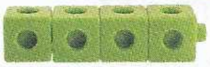
BIG IDEA

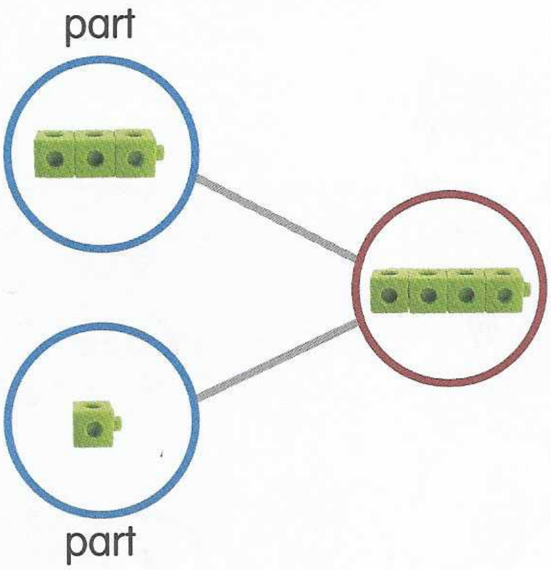
Number bonds can be used to show parts and whole.

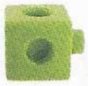
LESSON 1

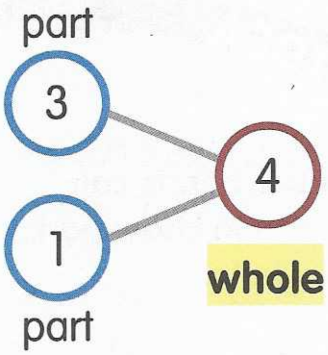
Making Number Bonds

Learn Making number bonds with

Make .
Put  into two parts.
How many different ways can you do this?



How many  are in each **part**?

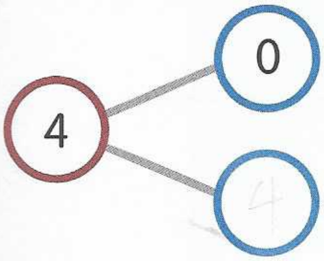

part
3
4
1
whole
part

3 and 1 make 4.
This is a **number bond**.

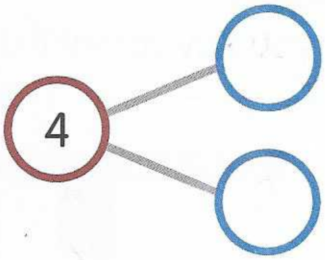
Hands-On Activity

Use to help you.

a What other numbers make 4?



4 and ____ make 4.



____ and ____ make 4.

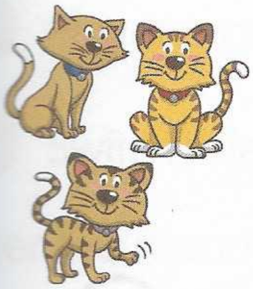
b What numbers make 5? ____

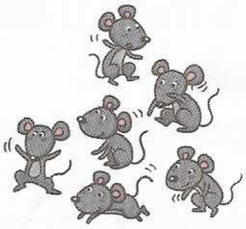
Let's Explore!

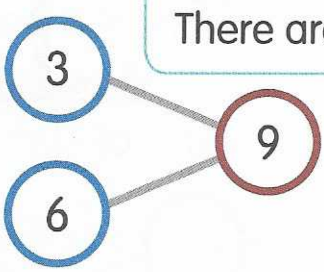
Use and .

Tell number stories that make 9.

Example

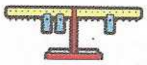


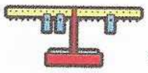
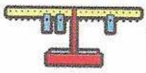


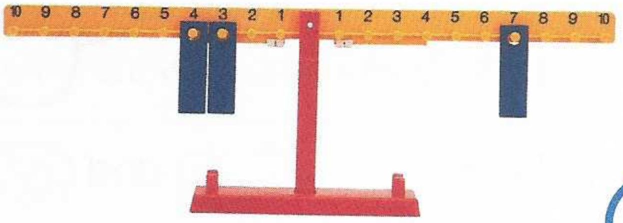


There are 3 cats.
There are 6 mice.

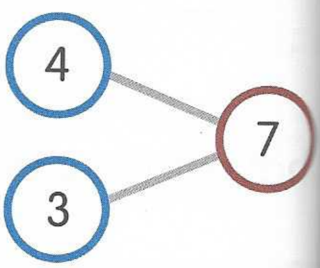
There are 9 animals altogether.

Learn Making number bonds with a 

Put a at 7 on one side of the .
What do you notice?
Now, put at 4 and 3 on the other side.
What can you say about the ?

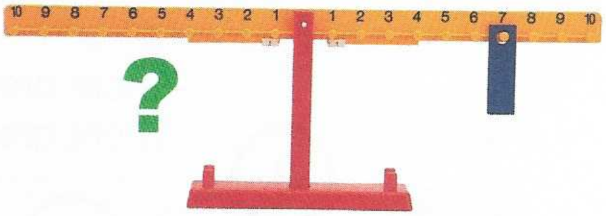

10 9 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8 9 10

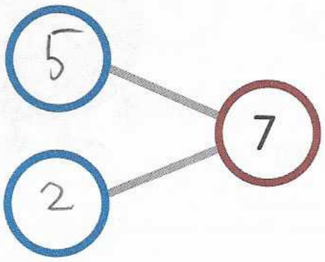
4 and 3 make 7.

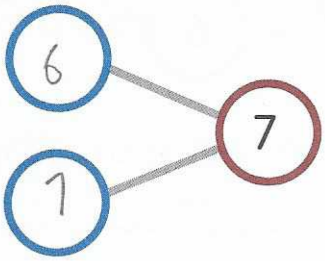


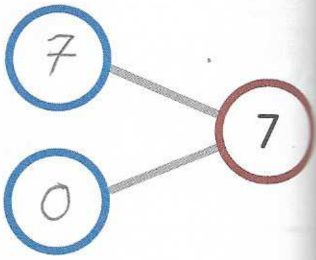
Hands-On Activity

What other numbers make 7?


10 9 8 7 6 5 4 3 2 1 1 2 3 4 5 6 7 8 9 10
?



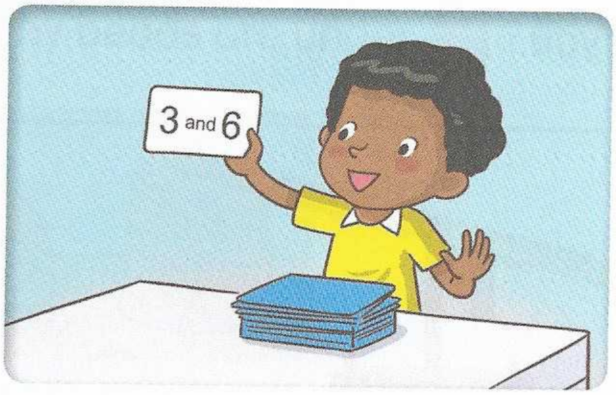




Game

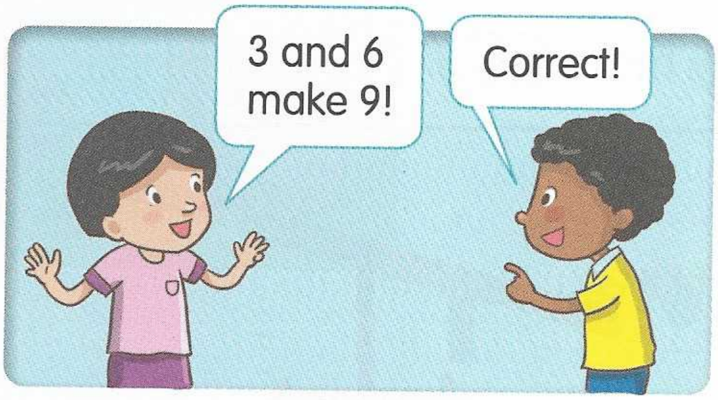
Players: 2
You need:
- 1 and 2

① Player A picks a 1 and 2.



② Player B says what the numbers make.

③ Player A checks the answer.


3 and 6 make 9!
Correct!

④ Player B gets a point if the answer is correct.

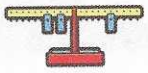
⑤ Switch roles and repeat ① to ④.

After five rounds, the player with more points wins!

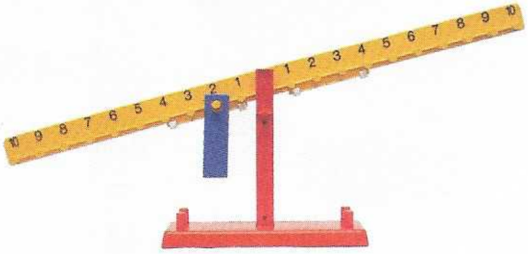
Workbook A: Practice 1, pages 21–24

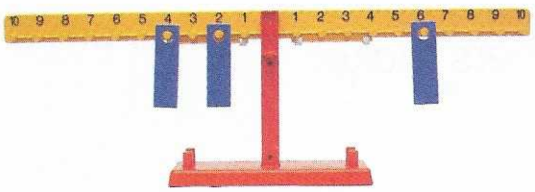
Let's Explore!

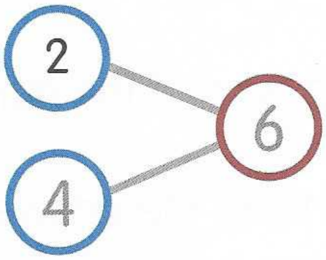
Fill in the blanks.

Use a  to help you.

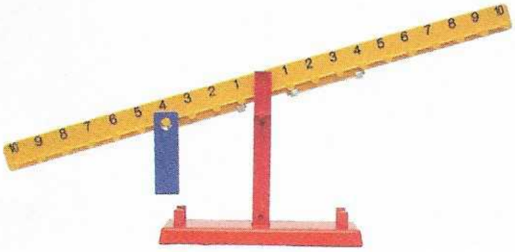
Example



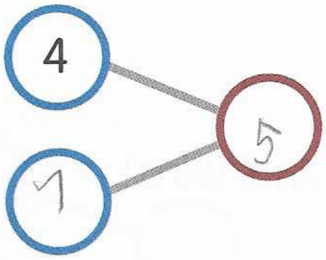




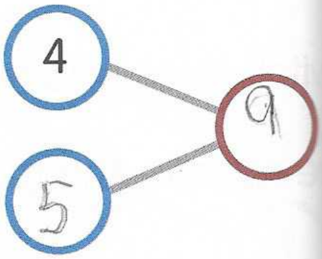
2 and 4 make 6.



a 4 and ___ make ___.



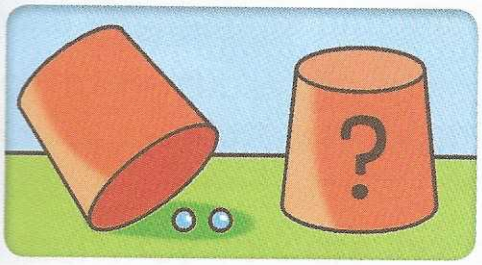
b 4 and ___ make



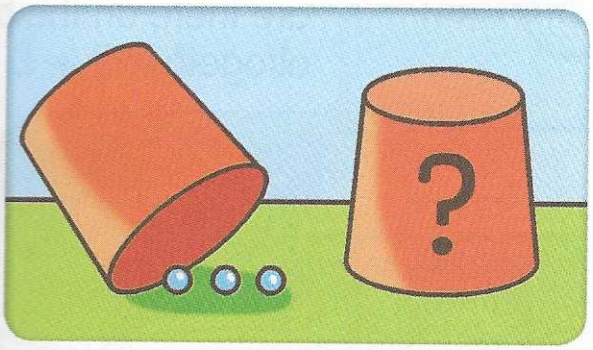
Workbook A: Maths Journ
and Performance Task, pa

Put On Your Thinking Cap!

① There are 6 beads under the two cups.
How many beads are under ? ?



② There are 8 beads under the two cups.
How many beads are under ? ?



Use ● to help you.

Workbook A: Put On Your Thinking Cap! pages 27–28

CHAPTER

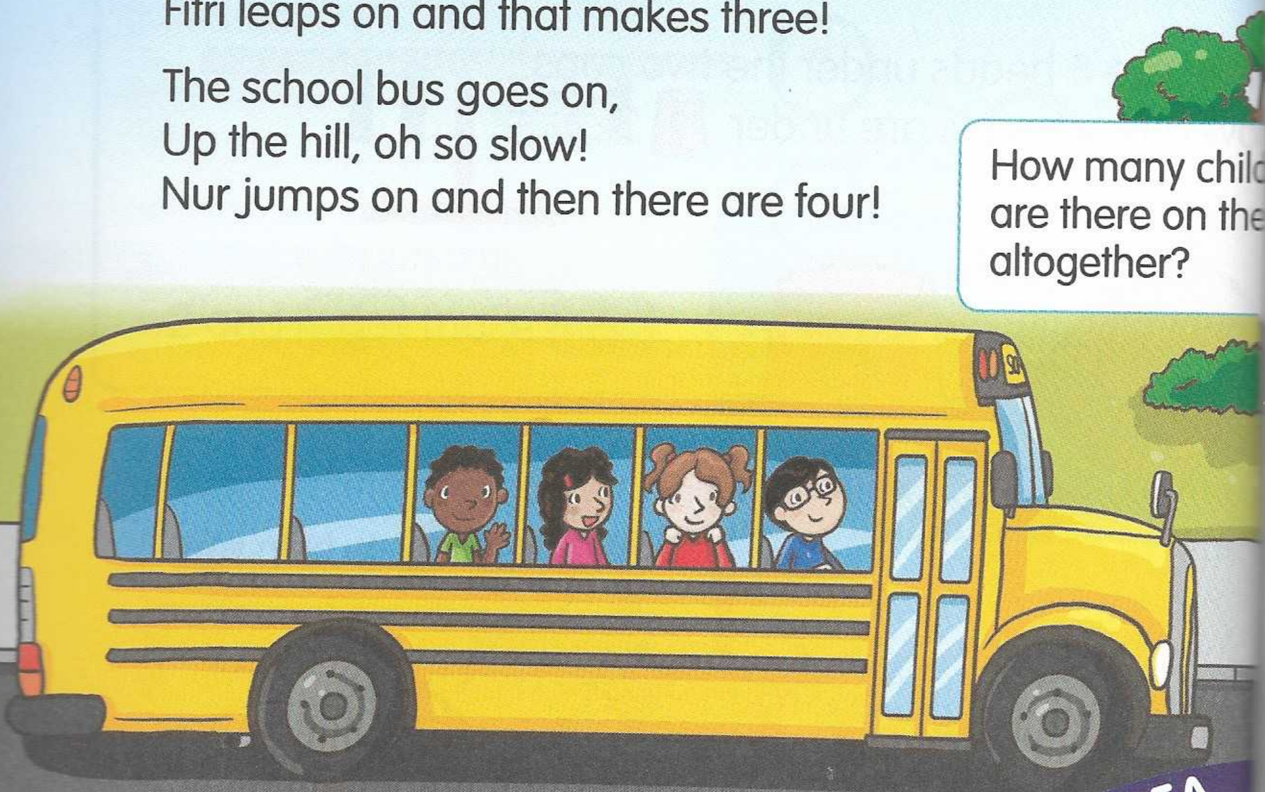
3

Addition Within 10

I'm riding on the school bus,
On my way to school,
Madhu hops on and that makes two.

The school bus goes on,
Down the street, not too fast,
Fitri leaps on and that makes three!

The school bus goes on,
Up the hill, oh so slow!
Nur jumps on and then there are four!



How many child
are there on the
altogether?

Lesson 1 Ways To Add
Lesson 2 Making Addition Stories

BIG IDEA

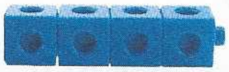
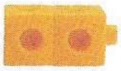
**Addition can be
to find how ma
are altogether.**

LESSON

1

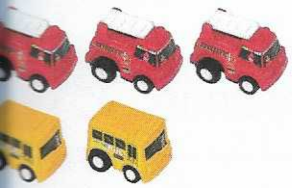
Ways To Add

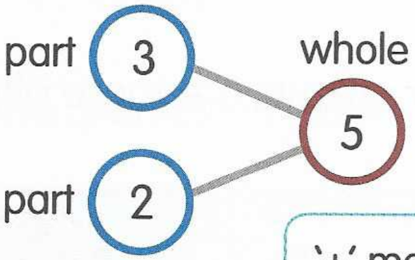
earn Adding with number bonds

Make  and .

How many cubes do you have altogether?
How can you use a number bond to add them?

ow many toy cars are there altogether?





3 + 2 = 5

here are 5 toy cars altogether.

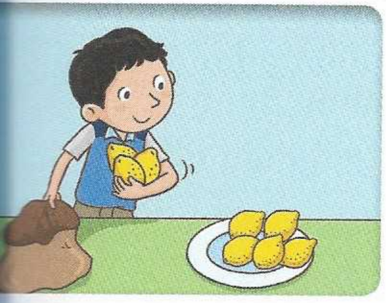
'+' means **plus**.
It means put together.
'3 + 2' is the same as 5.

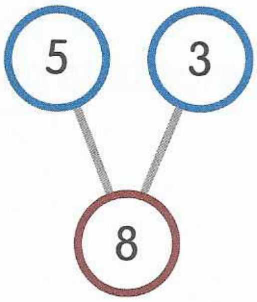
+ 2 = 5 is an **addition equation**.

hree **plus** two **equals** five.

'=' means **equal**.

ow many lemons are there altogether?

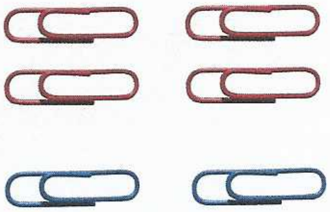


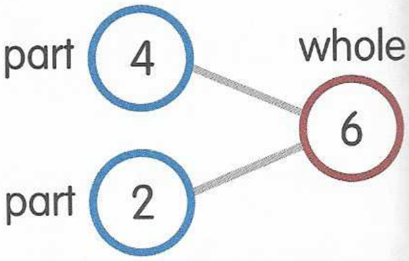


5 + 3 = 8 or 3 + 5 = 8

here are 8 lemons altogether.

① How many paper clips are there altogether?

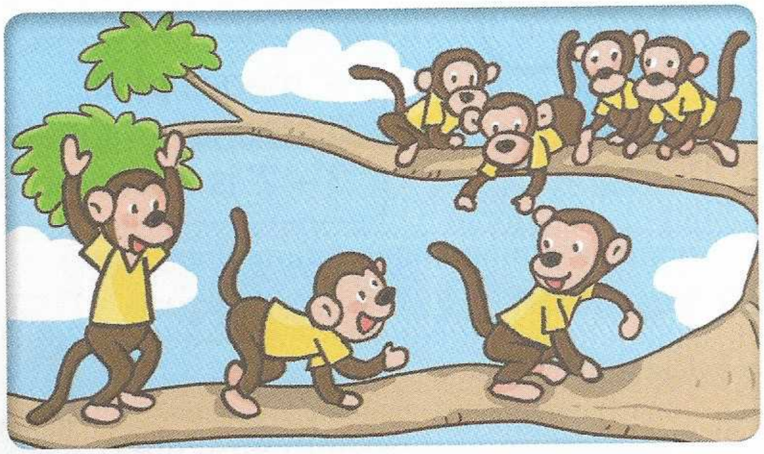


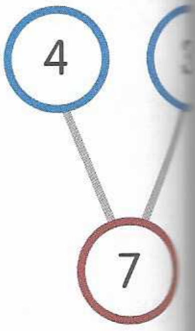

part
4
whole
6
part
2

☐ + ☐ = ☐ or ☐ + ☐ = ☐

There are ☐ paper clips altogether.

② How many monkeys are there altogether?

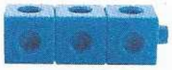
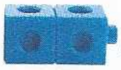




☐ + ☐ = 7 or ☐ + 4 =

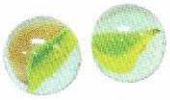
There are 7 monkeys altogether.

Learn Adding by counting on

Make  and .
How many are there altogether?
How do you find out?

How many marbles are there altogether?

6 marbles



2 marbles

Add by counting on from the greater number.

Why do we count on from the greater number?

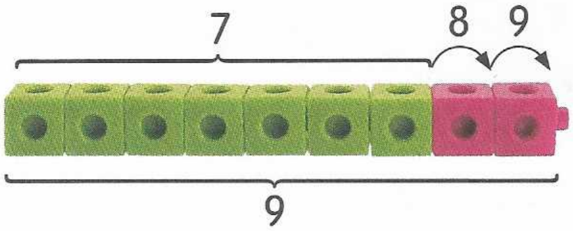
2 steps

$\overset{\frown}{6,\ 7},\ 8$

6 + 2 = 8

There are 8 marbles altogether.

How many cubes are there altogether?



7 + 2 = 9

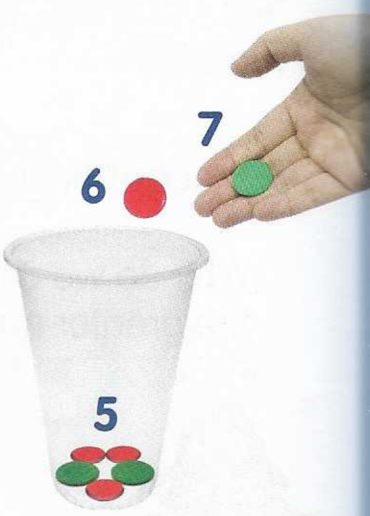
7, 8, 9
2 added on to 7 is 9.

There are 9 cubes altogether.

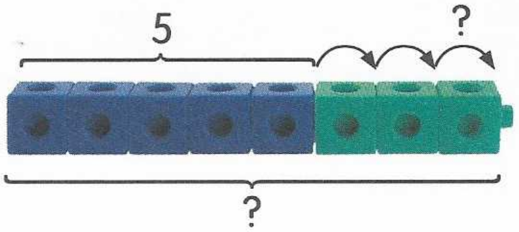
3 How many counters are there altogether?

2 + 5 = ?

5, ___, ___



4 How many cubes are there altogether?

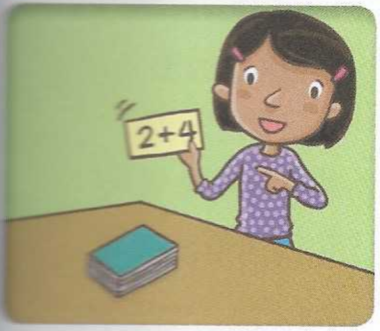


5 + 3 = ___

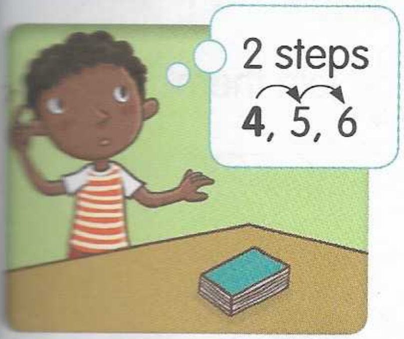
5, ___, ___, ___

Players: 2
You need:
- 1 + 1

Player A picks a 1 + 1.

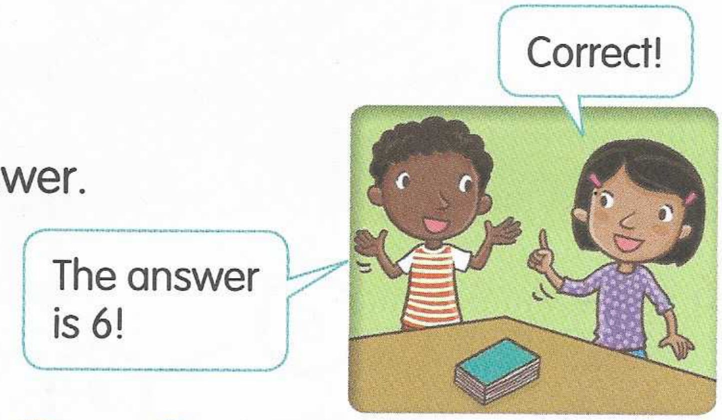


Player B adds the numbers on the cards.



Player A checks the answer.

Player B gets a point
if the answer is correct.


Correct!
The answer is 6!

Switch roles and repeat ① to ④.

er five rounds, the player with more points wins!

Workbook A: Practice 1, pages 33–36

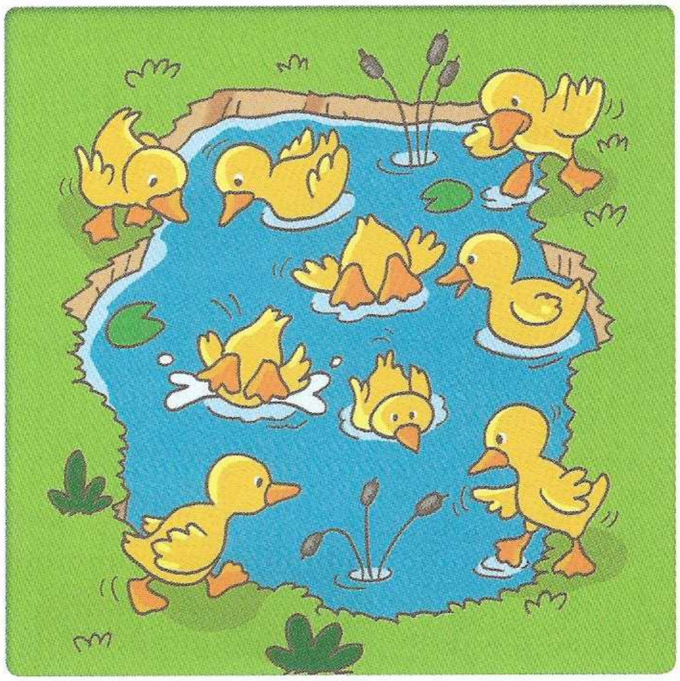
Ask your child to say a number smaller than 10, for example 5. Then raise some fingers, for example 3. Lastly, have your child count on from 5 for each finger you raise — 5, 6, 7, 8. The answer is 8. Make sure the sum of the numbers is within 10.

LESSON

2 Making Addition Stories

Learn Making addition stories

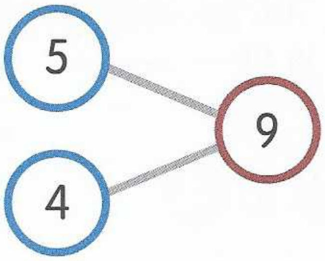
Take some 🟧🟥 within 10.
Make an addition story about the 🟧🟥.
Then write an addition equation.



5 🐤 are in a pond.

4 🐤 join them.

5 + 4 = 9

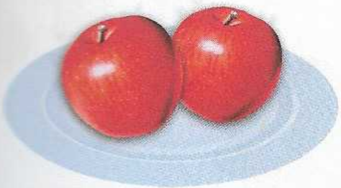


There are 9 🐤 altogether.

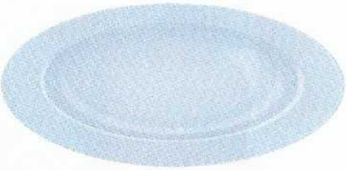
Ask your child to tell addition stories involving everyday situations. For example, 'There are 2 durians and 5 oranges. There are 7 fruits altogether.'

Make addition stories.

a

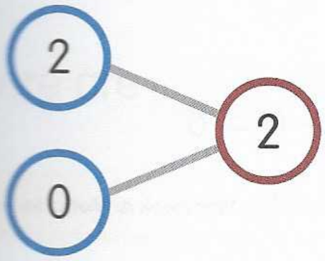


2 apples



0 apples

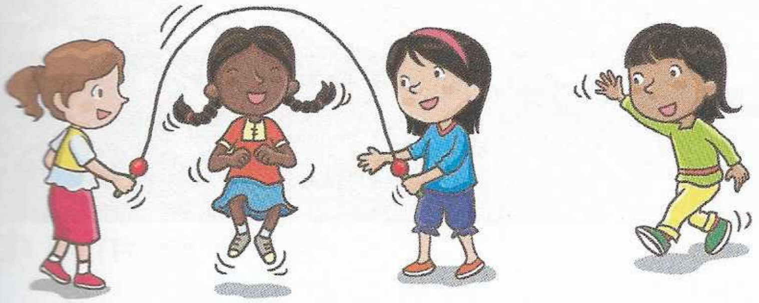
One plate has ☐ apples.
The other plate has ☐ apples.

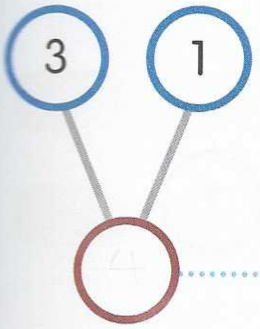


2 + 0 = ☐

There are ☐ apples altogether.

b





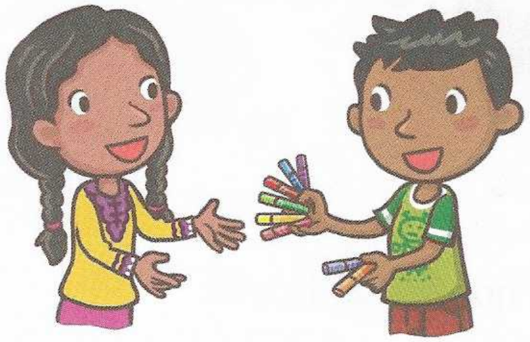
☐ girls are playing.
☐ girl joins them.

3 + 1 = ☐

There are ☐ girls altogether.

Workbook A: Practice 2, pages 37–39

Maths Sharing



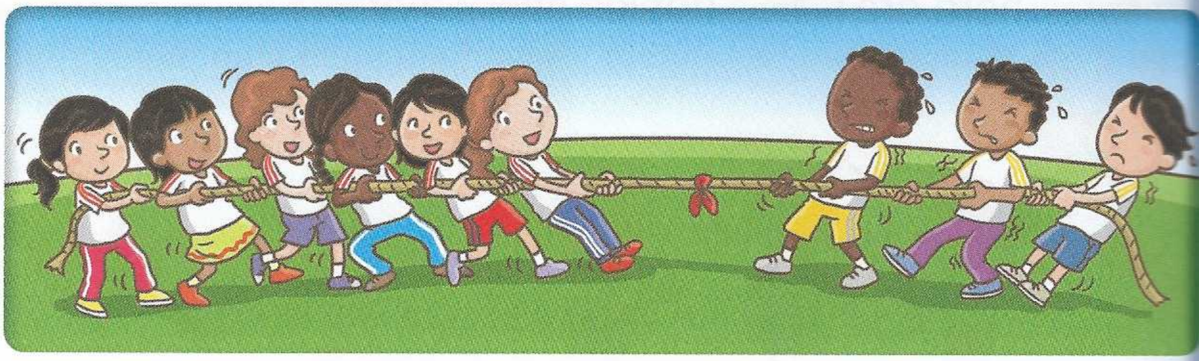
Which equation shows the number of crayons Ali has altogether?

A $2 + 8 = 6$

B $2 + 6 = 8$

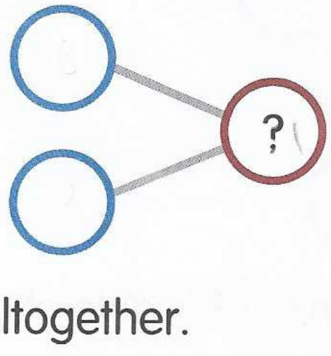
Workbook A: Maths Journal, page 40

2



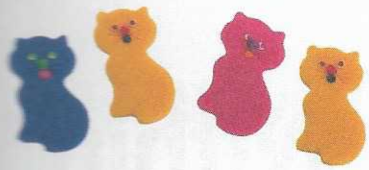
How many children are playing altogether?

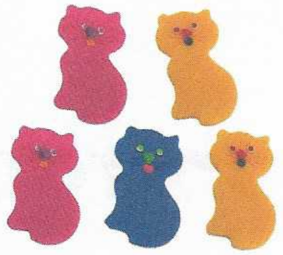
☐ + ☐ = ☐



☐ children are playing altogether.

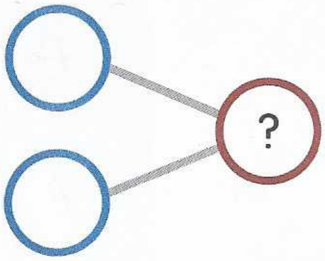
3





How many clay kittens are there altogether?

☐ + ☐ = ☐



There are ☐ clay kittens altogether.

Workbook A: Practice 3, pages 41–43 and Performance Task, page 44

Put On Your Thinking Cap!

ake two addition equations with 1, 2, 3, 4, 5 and 7.

se each number once.

Use
9
to help you.

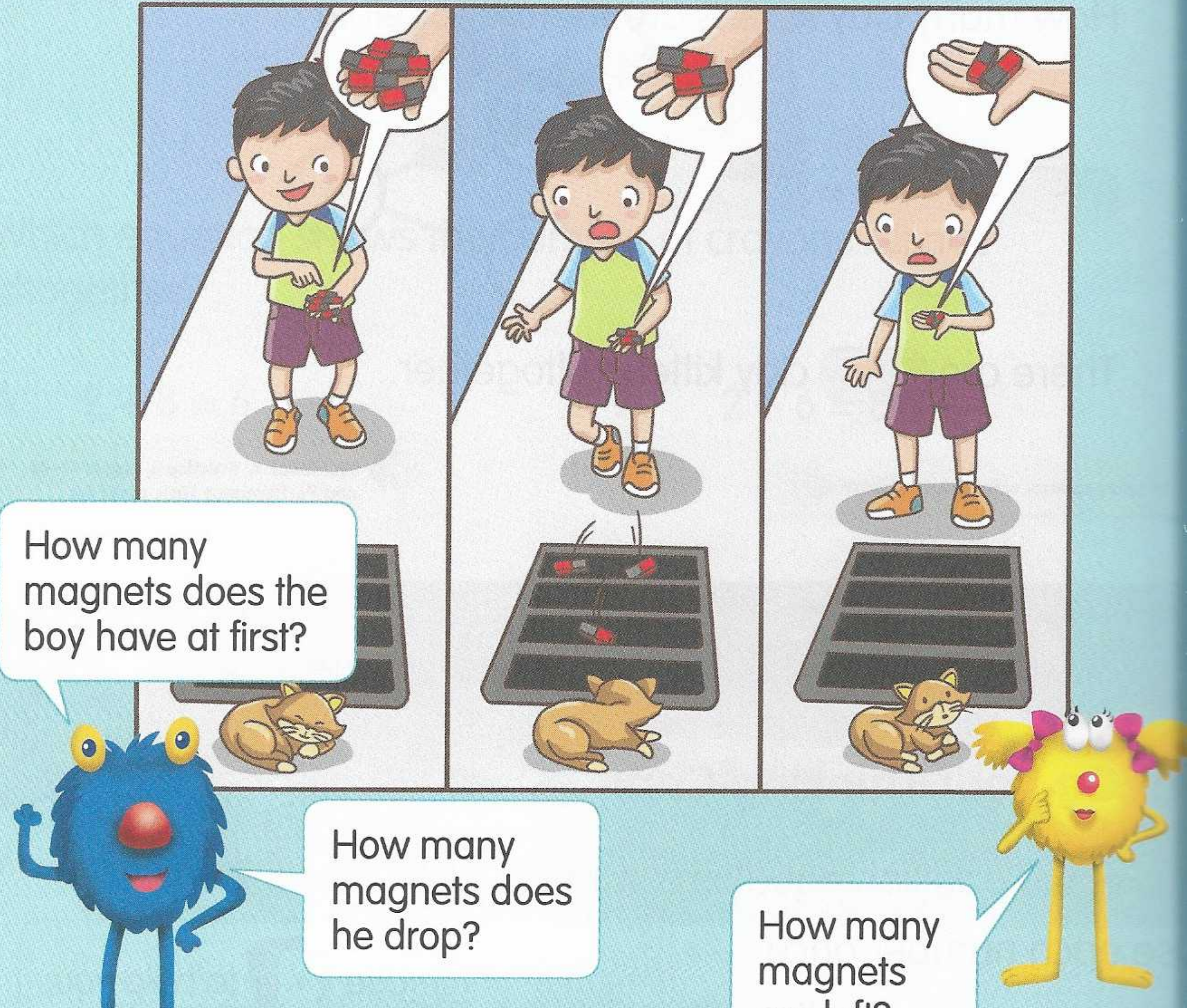
☐ + ☐ = ☐

☐ + ☐ = ☐

Workbook A: Put On Your Thinking Cap! pages 45–46

CHAPTER

4 Subtraction Within 10


How many magnets does the boy have at first?
How many magnets does he drop?
How many magnets are left?

Lesson 1 Ways To Subtract
Lesson 2 Making Subtraction Stories
Lesson 3 Making Fact Families

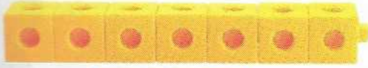
BIG IDEA

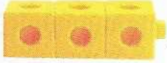
Subtraction can be used to find how many are left.

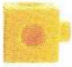
LESSON
1

Ways To Subtract

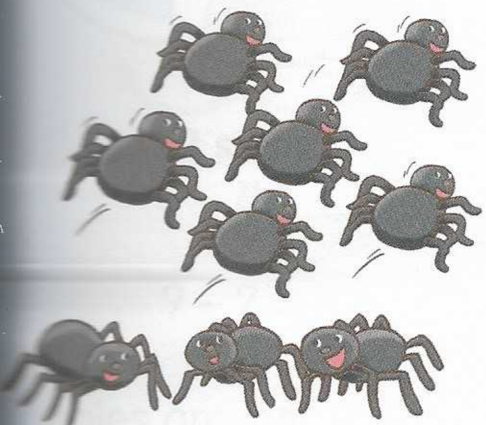
Learn Subtracting by taking away

Make .

Take away .

How do you find the number of  left?

There are 9 spiders.
6 spiders walk away.
How many spiders are left?



9 – 6 = 3

hole part part

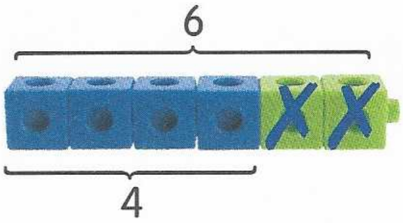
'–' means **minus**.
It means take away.
'9 – 6' is the same as 3.

spiders are left.

– 6 = 3 is a **subtraction equation**.

ine **minus** six equals three.

How many cubes are left?

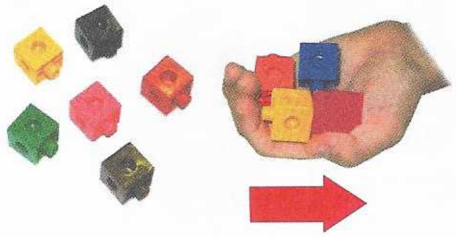


6 – 2 = 4

2 taken away from 6 is 4.

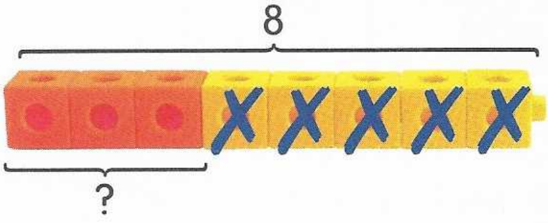
4 cubes are left.

① How many cubes are left?



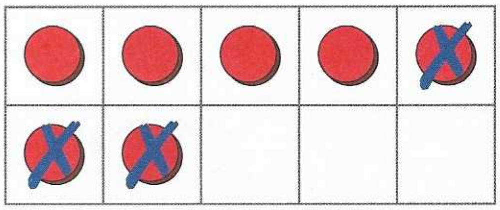
10 – 4 =

② How many cubes are left?



8 – 5 =

③ How many counters are left?

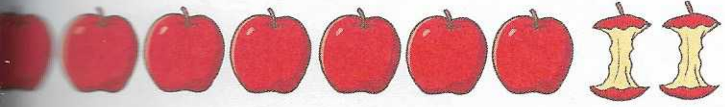


7 – 3 =

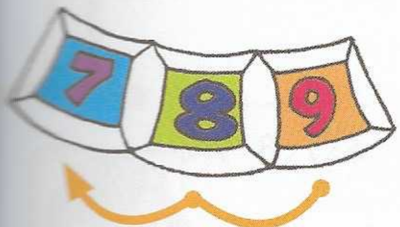
earn Subtracting by counting back

Put 🟩🟩🟩🟩🟩🟩🟩🟩🟩 in a bag.
Take out 🟩🟩🟩.
How do you find the number of 🟩 left?

ow many apples are left?



art from 9.
ount back 2 steps.

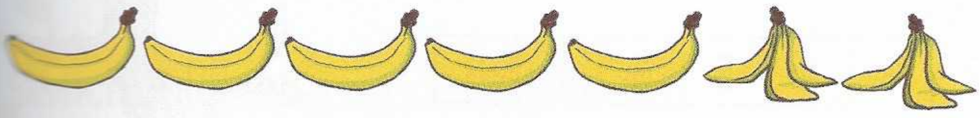


2 steps

$9 - 2 = 7$

pples are left.

Subtract by counting back.
How many bananas are left?

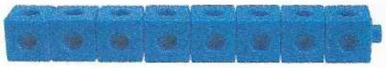
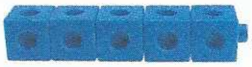
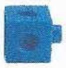


$7 - 2 =$

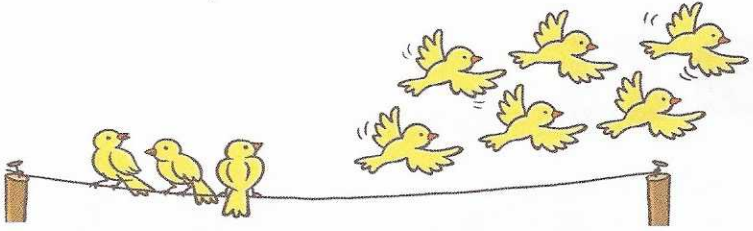
1	2	3	4	5	6	7

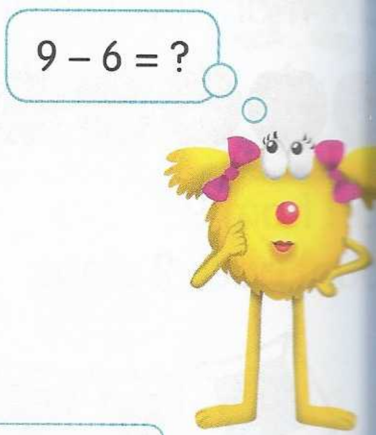
bananas are left.

Learn Subtracting by counting on

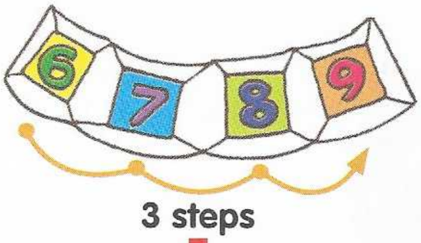
Put  in a bag.
Take out .
How do you find the number of  left?

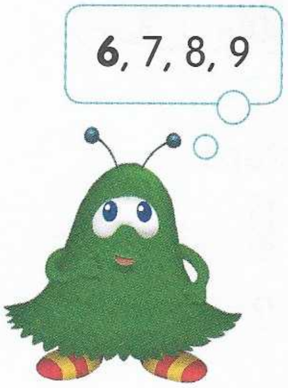
How many birds are left?





Count on from 6.
Stop at 9.





9 – 6 = 3

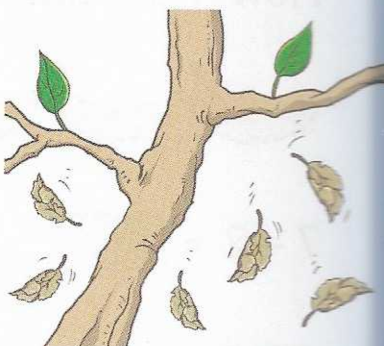
3 birds are left.

5 Subtract by counting on.
How many leaves are left?

1	2	3	4	5	6	7	8

8 – 6 =

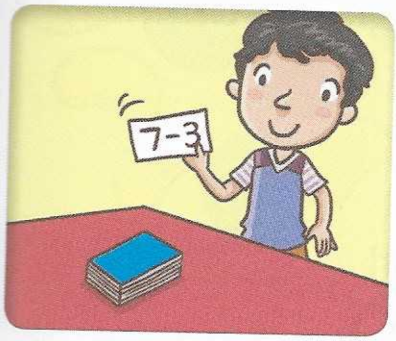
leaves are left.



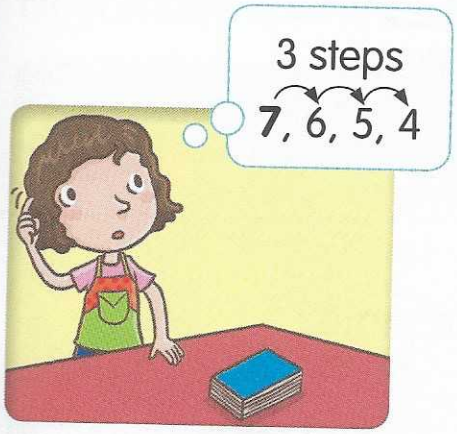
Game

Players: 2
You need:
- 3 – 1

① Player A picks a 3 – 1.

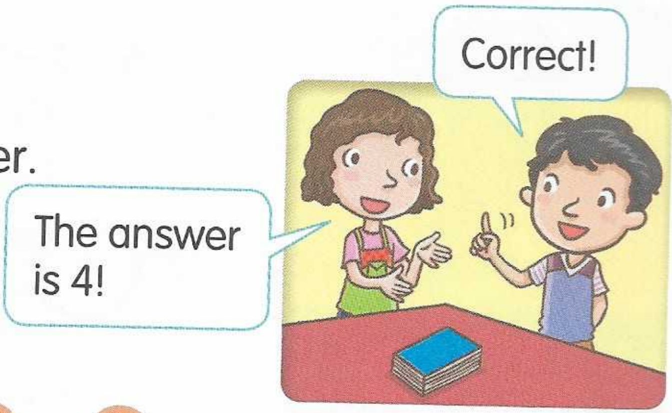


② Player B subtracts the numbers on the cards.


3 steps
7, 6, 5, 4

③ Player A checks the answer.

④ Player B gets a point
if the answer is correct.


Correct!
The answer is 4!

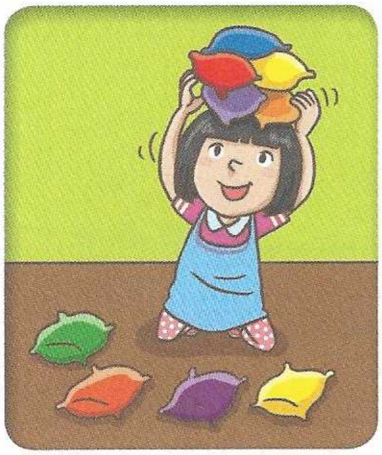
⑤ Switch roles and repeat ① to ④.

After five rounds, the player with more points wins!

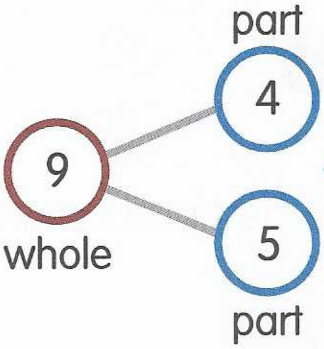
Learn Subtracting with number bonds

Take 8 🟥🟦, 3 of them are 🟥.
How do you use a number bond to find the number of 🟦?

How many beanbags is Peiyun holding?



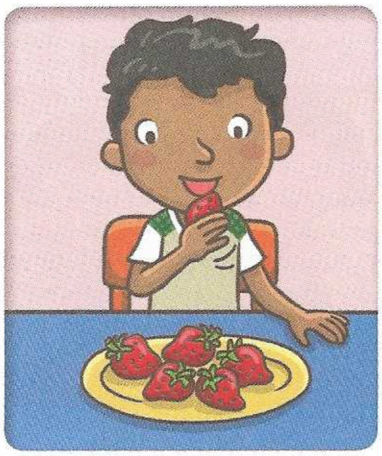
9 – 4 = ?



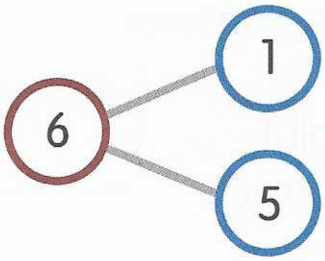
9 – 4 = 5

Peiyun is holding 5 beanbags.

How many strawberries are left on the plate?



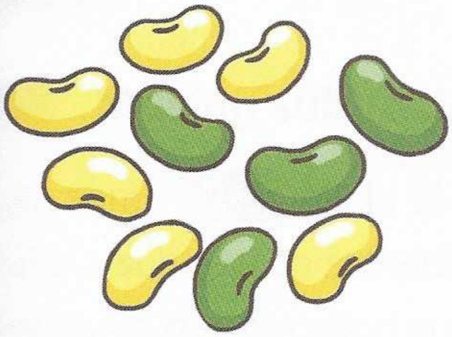
6 – 1 = ?

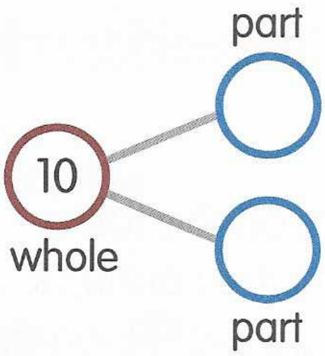


6 – 1 = 5

5 strawberries are left on the plate.

6 How many yellow beans are there?

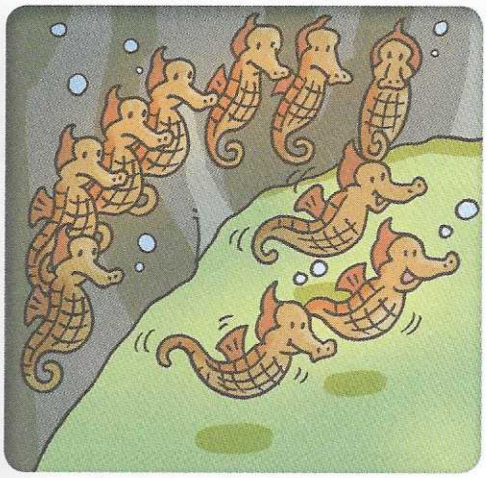


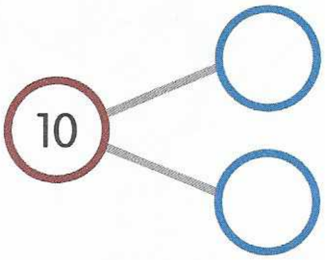

part
10
whole
part

10 – ☐ = ☐

There are ☐ yellow beans.

7 How many seahorses do not swim away?





10 – ☐ = ☐

☐ seahorses do not swim away.

Hands-On Activity

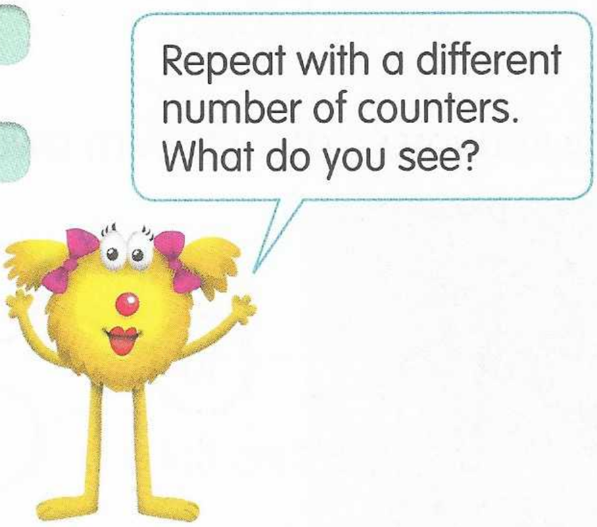
Use .

Put some counters on the table.
Then take away all the counters.
How many counters are left on the table?

☐ – ☐ = ☐

☐ – ☐ = ☐

☐ – ☐ = ☐

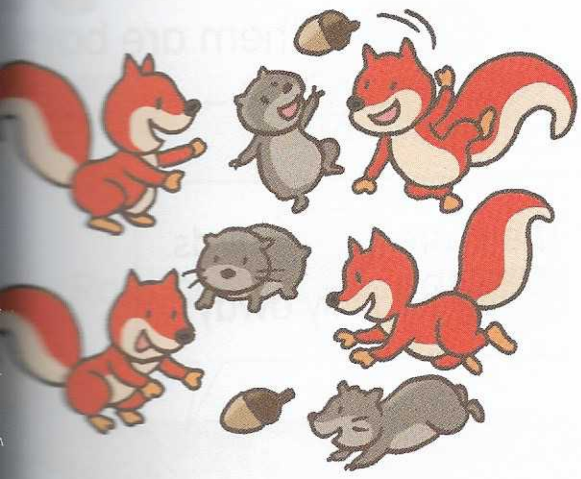

Repeat with a different number of counters. What do you see?

Workbook A: Practice 1, pages 47–54

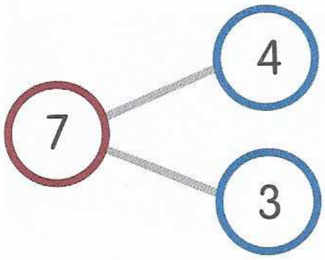
ESSON
2 Making Subtraction Stories

earn Making subtraction stories

Take some 🟧🟦 within 10.
Make a subtraction story about the 🟧🟦.
Then write a subtraction equation.

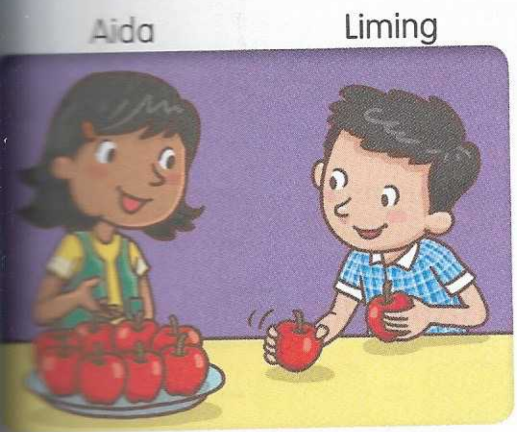


There are 7 animals.
4 of them are squirrels.

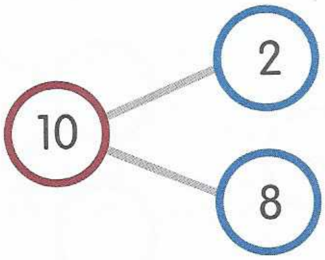


7 – 4 = 3

3 of them are hamsters.



Aida has 10 apples.
She gives 2 apples to Liming.

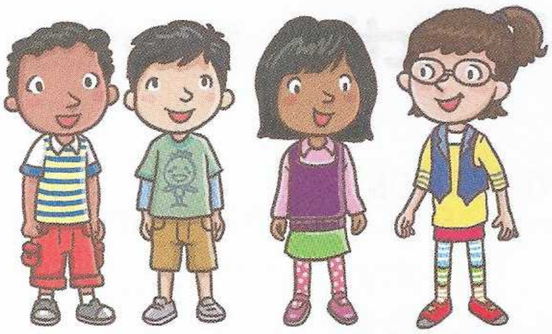


10 – 2 = 8

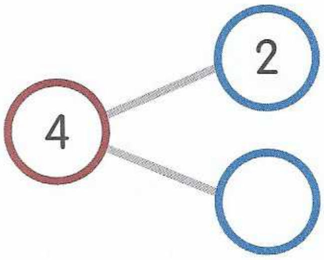
Aida has 8 apples left.

1 Make subtraction stories.

a



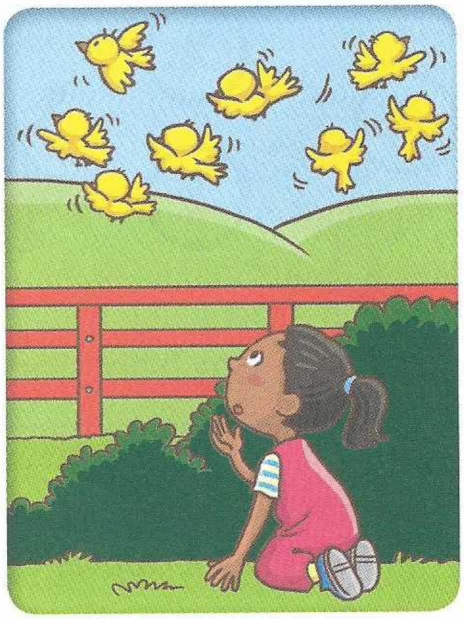
There are ___ children.
___ of them are girls.



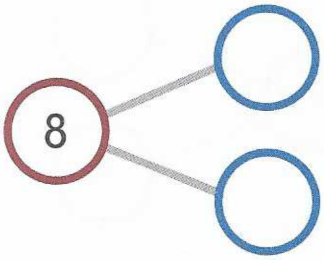
4 – ___ = ___

___ of them are boys.

b



There are ___ birds.
___ birds fly away.



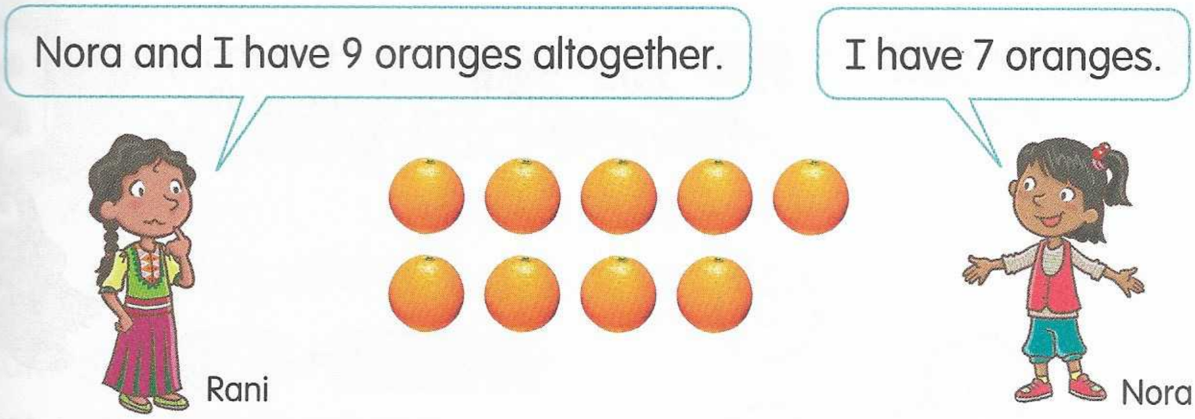
8 – ___ = ___

There are ___ birds left.

Workbook A: Practice 2, pages 55–57, and Maths Journal, page 58

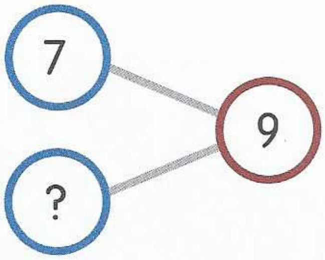
Ask your child to make subtraction stories involving everyday situations around the home. For example, 'There are 6 dirty bowls. Mum washes 2 bowls. 4 dirty bowls are left.'

2


Nora and I have 9 oranges altogether.
I have 7 oranges.
Rani
Nora

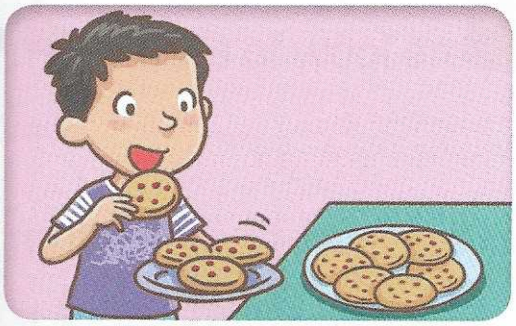
How many oranges does Rani have?

☐ − ☐ = ☐



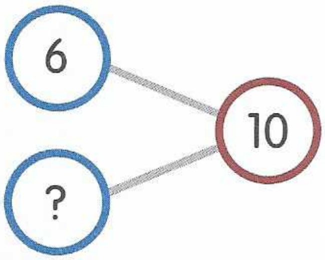
Rani has ☐ oranges.

3



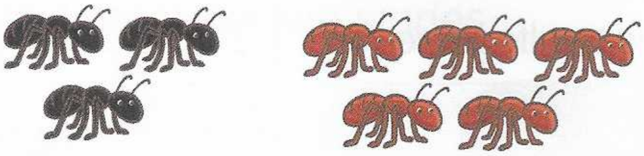
How many biscuits does Weiwei take?

☐ − ☐ = ☐

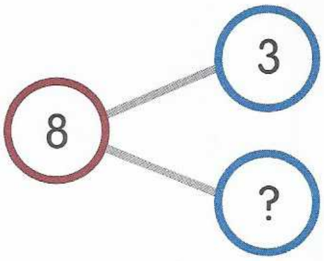


Weiwei takes ☐ biscuits.

4



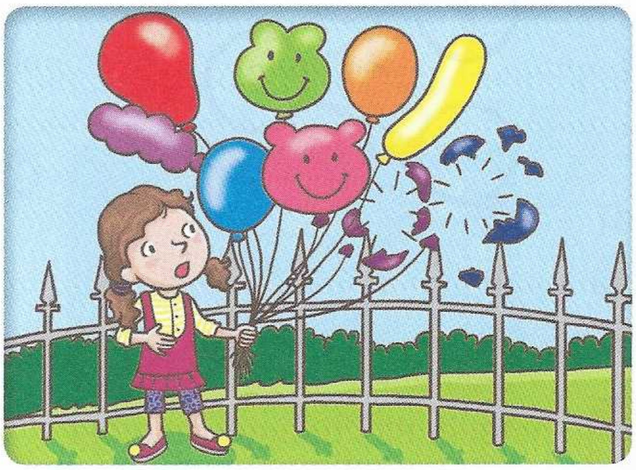
How many ants are red?



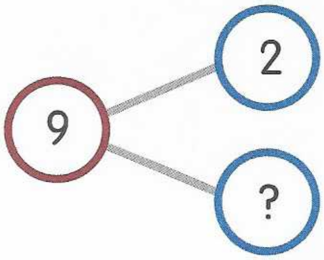
8 – ____ = ____

____ ants are red.

5



How many balloons does Jackie have left?



9 – ____ = ____

Jackie has ____ balloons left.

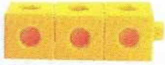
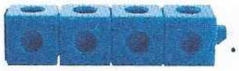
Workbook A: Practice 3, pages 59–60

LESSON

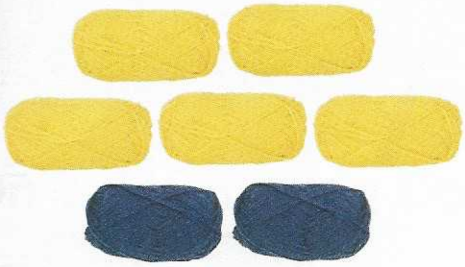
3

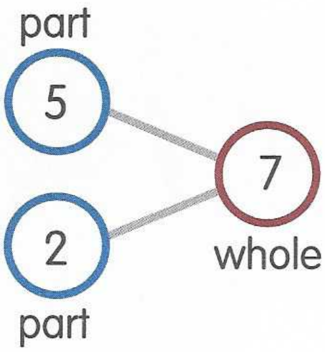
Making Fact Families

Learn Relating addition and subtraction

Make  and .

First, draw a number bond.
Next, write two addition equations.
Then, write two subtraction equations.





How many balls of wool are yellow?

7 – 2 = 5

How many balls of wool are blue?

7 – 5 = 2

How many balls of wool are there altogether?

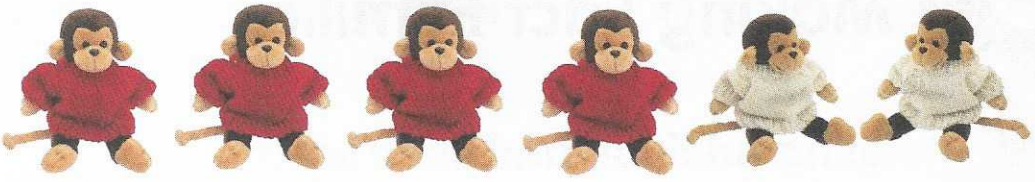
2 + 5 = 7 or 5 + 2 = 7

7 – 2 = 5 7 – 5 = 2 2 + 5 = 7 5 + 2 = 7

This is a **fact family**.

① Write a fact family for each picture.

a



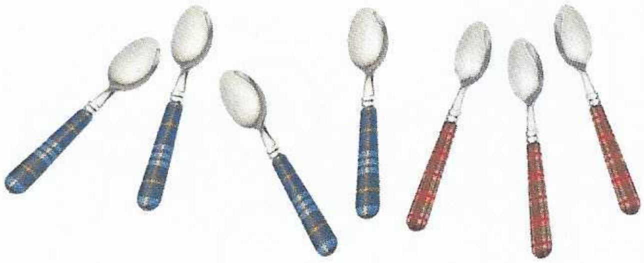
4 + 2 = 6

☐ + ☐ = ☐

6 − 4 = 2

☐ − ☐ = ☐

b



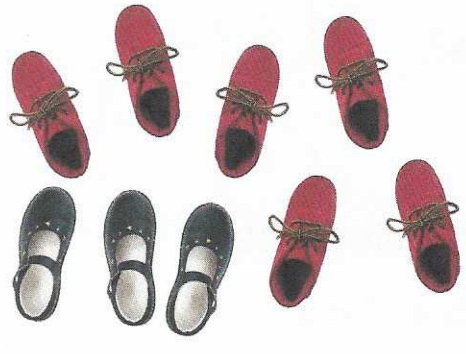
☐ + ☐ = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

c



☐ + ☐ = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

Workbook A: Practice 4, page 61

Let's Explore!

2 | 3 | 6 | 8 | 9 | 10 | + | − | =

Use the cards to make fact families.
Use each card once in each equation.
List all the equations you make.

Workbook A: Performance Task, page 62

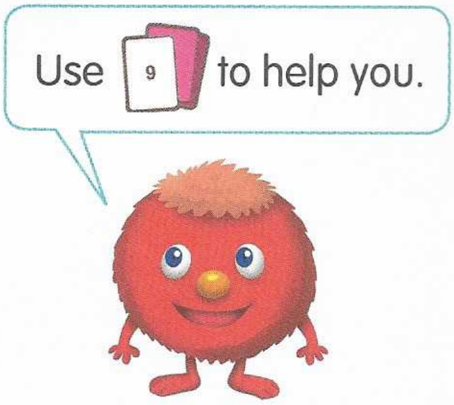
Put On Your Thinking Cap!

Make three subtraction equations with 2, 3, 4, 5, 6 and 7.
Use each number once.

☐ − ☐ = 3

☐ − ☐ = 3

☐ − ☐ = 3


Use 9 to help you.

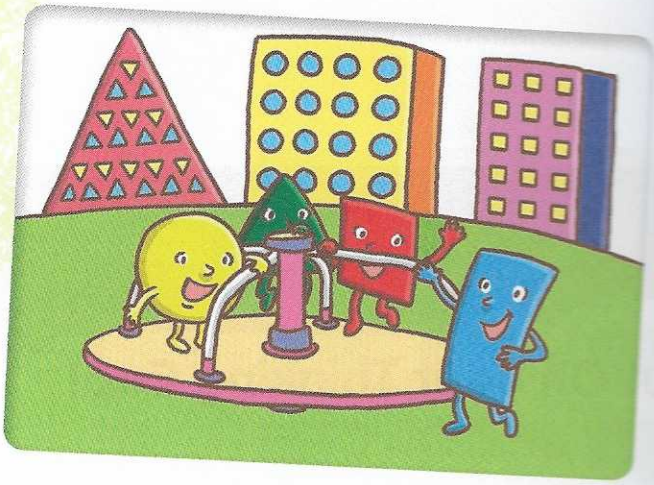
Workbook A: Put On Your Thinking Cap! pages 63–64

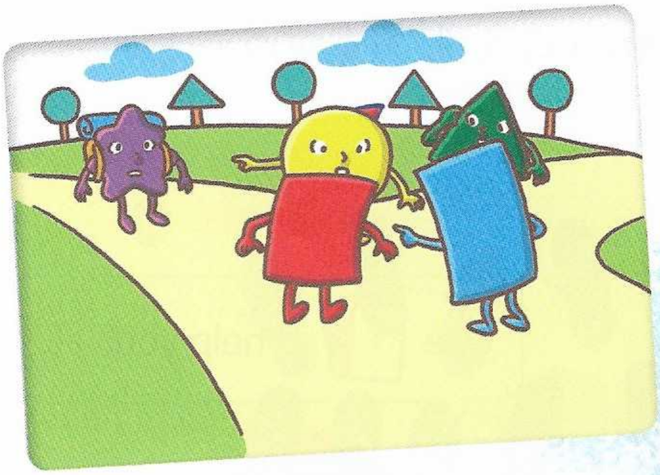
CHAPTER

5

Shapes And Patterns

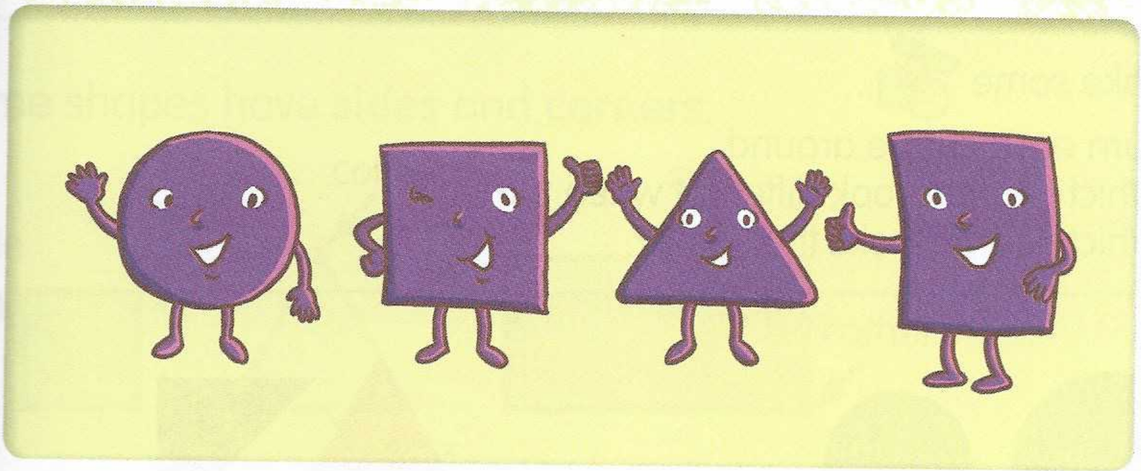
There is a place called
the Land of Shapes.
Many shapes live there.
They work, play and eat
together.

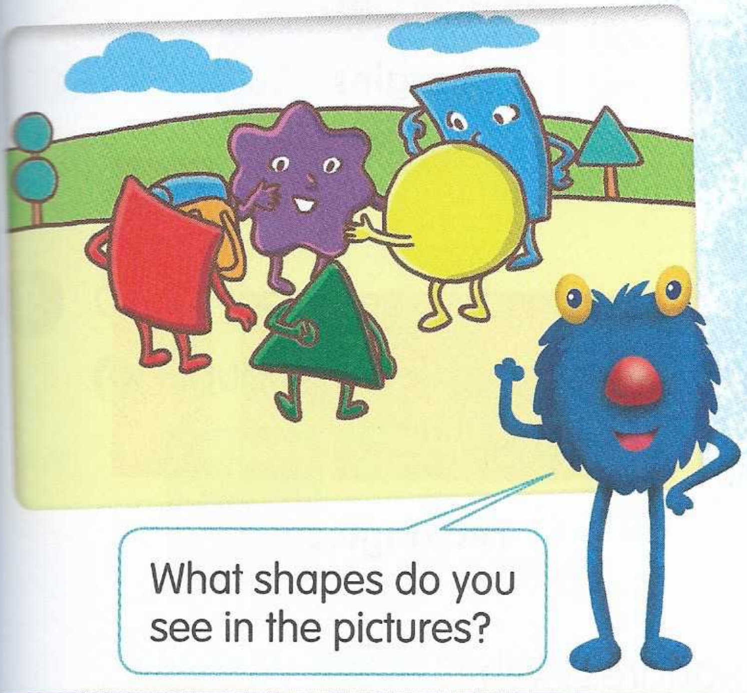




One day, a strange visitor comes
The visitor wants to live in the
Land of Shapes.
The shapes look at the visitor.
One shape says,
"You are not like us.
How can you live here?"

The visitor smiles.
He says, "I am not only one shape, I can be any shape!"
He then turns himself into the different shapes.




What shapes do you see in the pictures?

The shapes think this
is great!
They decide to let the
visitor stay.
The visitor stays and they
all live happily ever after.

Lesson 1 Getting To Know Shapes
Lesson 2 Seeing Shapes Around Us
Lesson 3 Making Patterns With Shapes

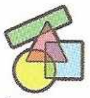
BIG IDEA

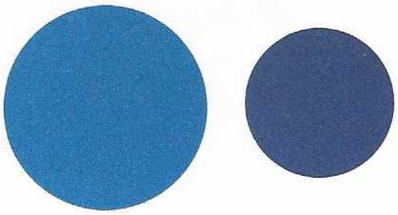
Name and compare shapes in patterns and in the real world.

LESSON 1

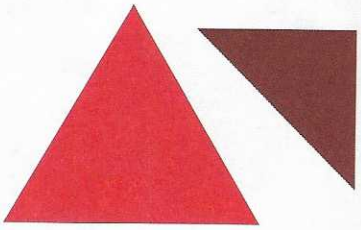
Getting To Know Shapes

Learn Naming shapes

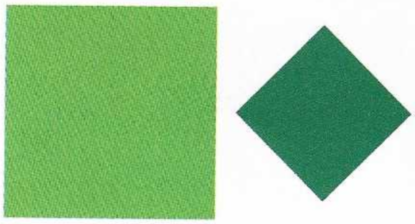
Take some  .
Turn each shape around.
Which shapes look different when turned?
Which shape looks the same?



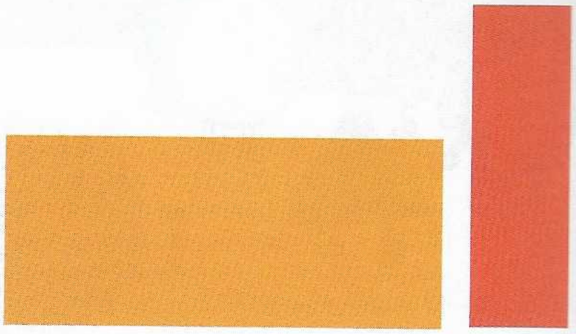
circles



triangles

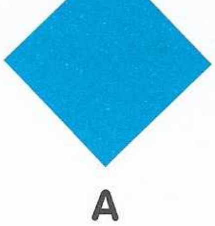


squares

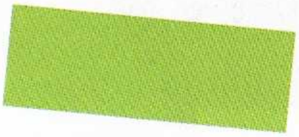


rectangles

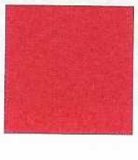
① Which shapes are not squares? Why?



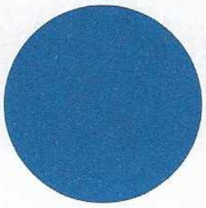
A



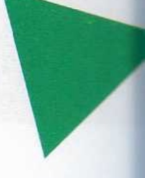
B



C

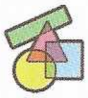


D



E

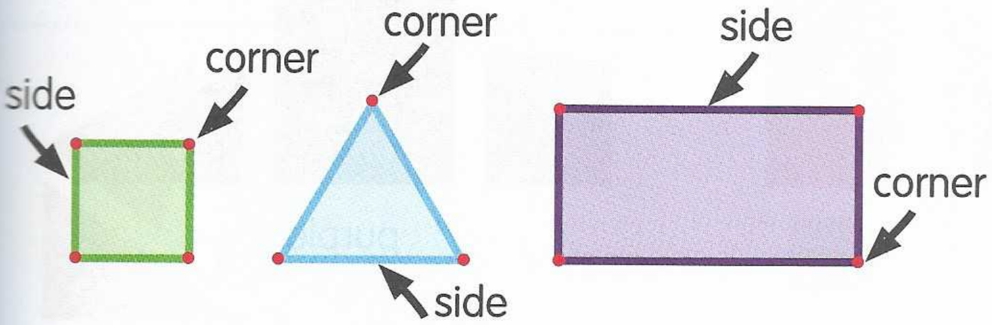
Learn Naming sides and corners

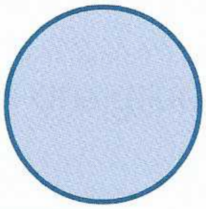
Take some  .

Trace each shape.

Do all the shapes have the same number of sides?

Some shapes have **sides** and **corners**.

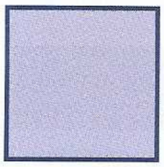




Does a circle have sides and corners?

② Count the sides and corners.

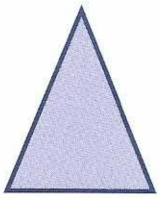
ⓐ square



sides

corners

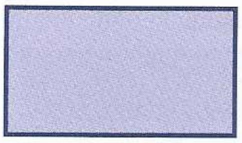
ⓑ triangle



sides

corners

ⓒ rectangle



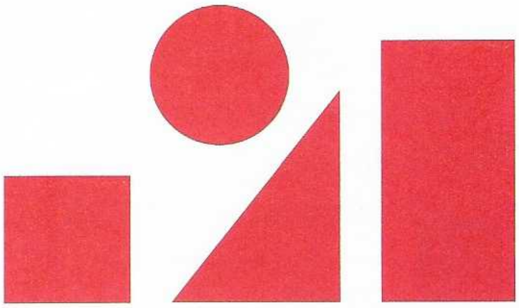
sides

corners

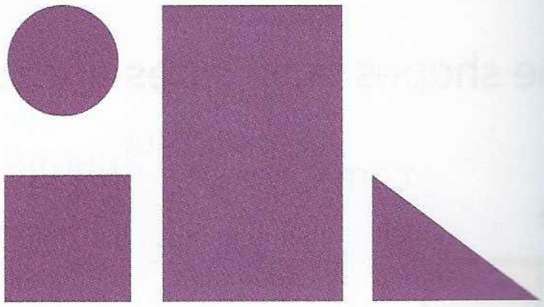
Are squares and rectangles the same? Why?

Learn Grouping shapes

Take some squares and triangles.
Group them in different ways.
How are the shapes grouped?

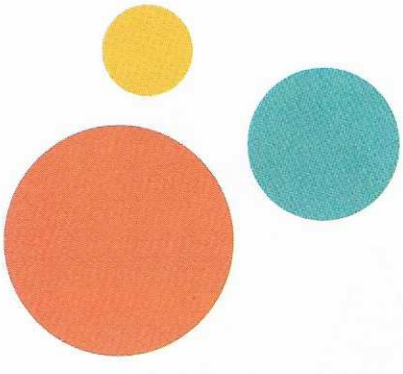


red

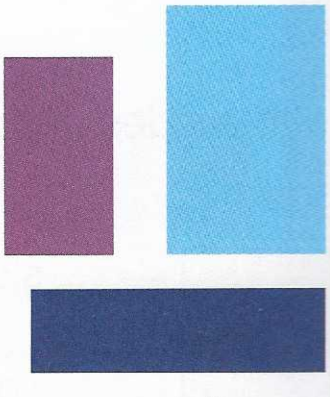


purple

The shapes are grouped by **colour**.

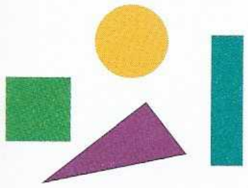


circles

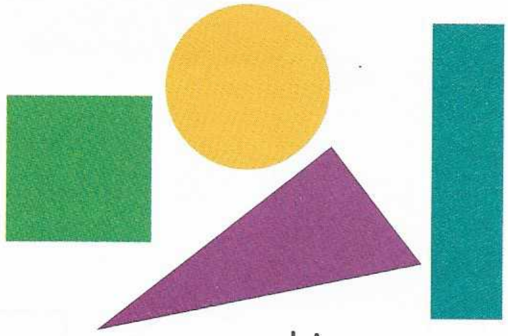


rectangles

The shapes are grouped by **shape**.

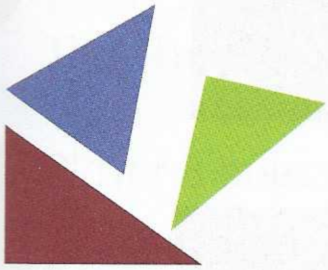


small

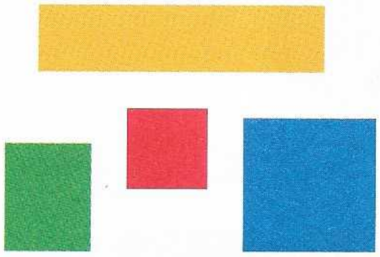


big

The shapes are grouped by **size**.



3 sides and 3 corners

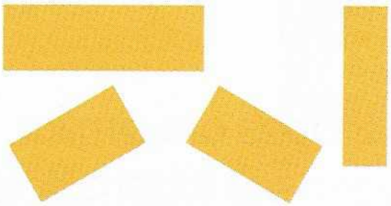


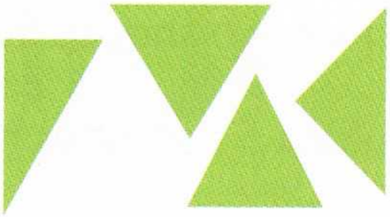
4 sides and 4 corners

The shapes are grouped by the **number of sides and corners**.

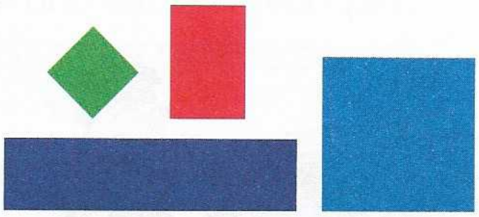
3 How are the shapes grouped?

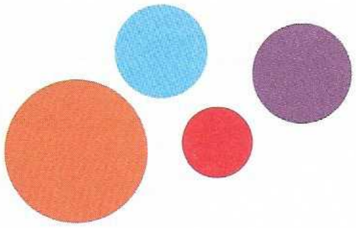
a





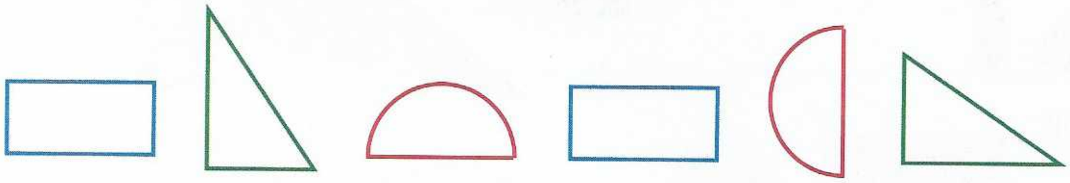
b



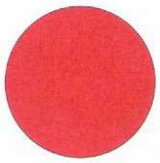


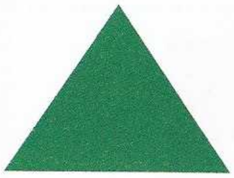
Let's Explore!

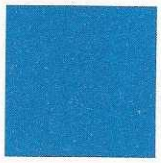
Cut out a copy of these shapes.

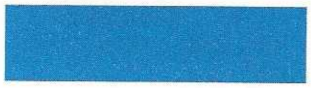


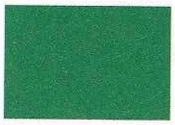
Put any two shapes together to make these shapes.

a 

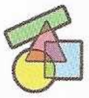
b 

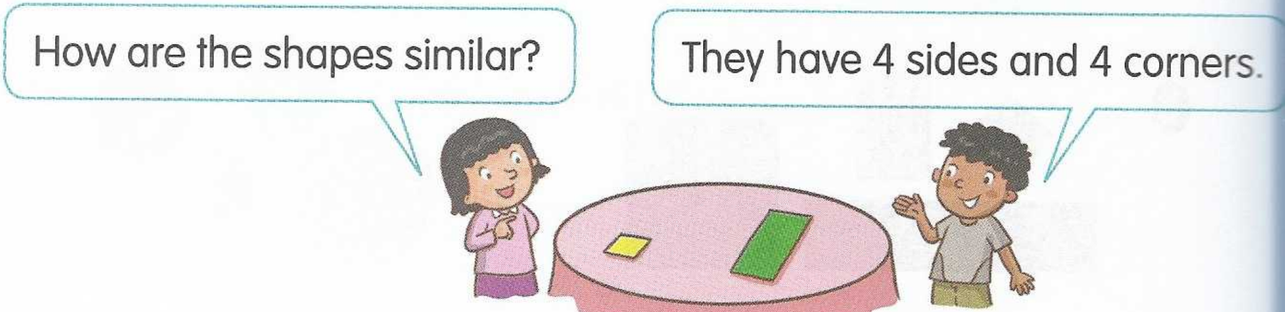
c 

d 

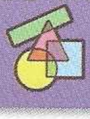
e 

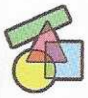
Hands-On Activity

1. Pick two shapes from a box of  .
2. Pupil A describes how the two shapes are similar.
3. Pupil B describes how the two shapes are different.


How are the shapes similar?
They have 4 sides and 4 corners.

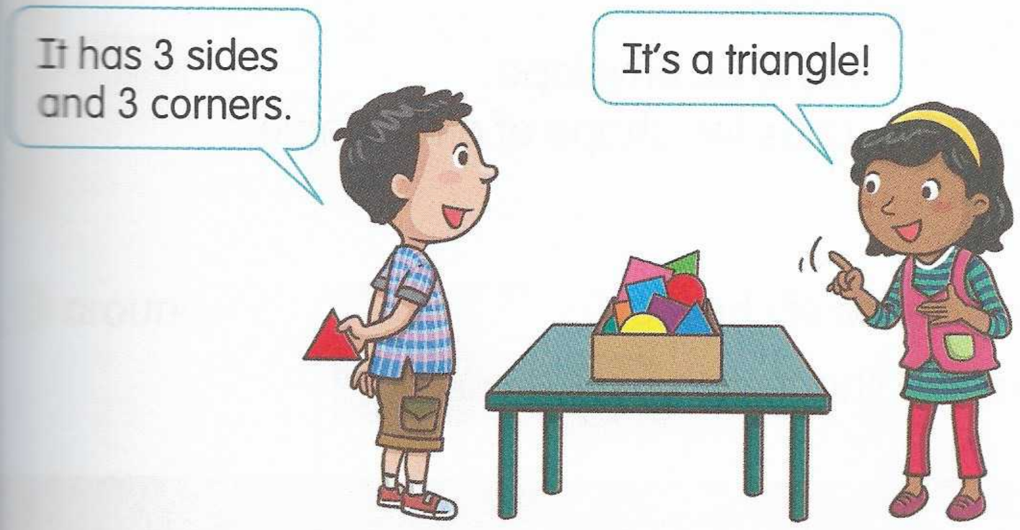
ame

Players: 2
You need:
- 

Put some  in a box.

Player A picks a shape from the box and hides it. Then he describes it.

Player B guesses the name of the shape.


It has 3 sides and 3 corners.
It's a triangle!

Player A checks the answer.

Player B gets a point if the answer is correct.

Switch roles and repeat ② to ⑤.

er five rounds, the player with more points wins!

Workbook A: Practice 1, pages 69–74

LESSON

2 Seeing Shapes Around Us

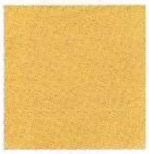
Learn Seeing shapes in objects around you

Look around your classroom.
What shapes do you see?

This is a CD.
It has the shape of a circle.

This is an envelope.
It has the shape of a rectangle.

① This is a slice of cheese.
It has the shape of a .



Let's Explore!

Work in pairs.
Look around your school.
Find two objects that have these shapes.

ⓐ circle

ⓑ rectangle

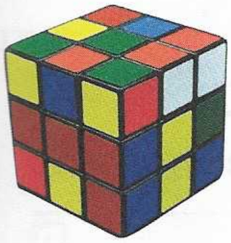
ⓒ square

ⓓ triangle

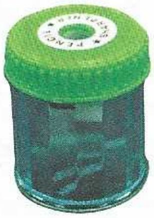
Hands-On Activity

Trace the bottom of each object.
What shape do you get?

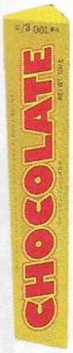
ⓐ



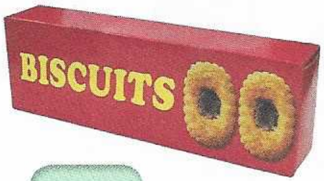
ⓑ



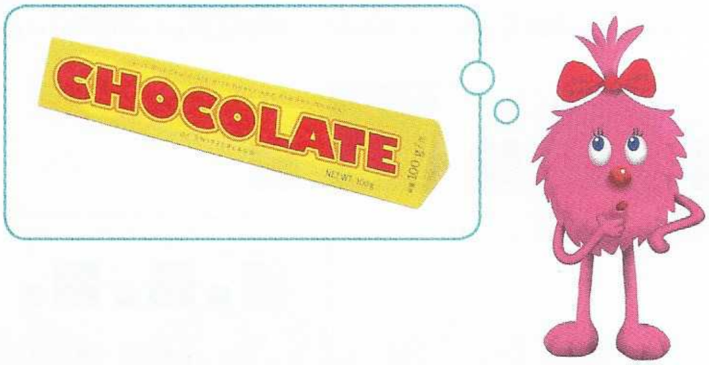
ⓒ



ⓓ



Turn ⓒ around.



Now, trace the bottom.
What shape do you get?

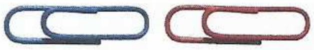
Workbook A: Practice 2, pages 75–77 and Maths Journal, page 78

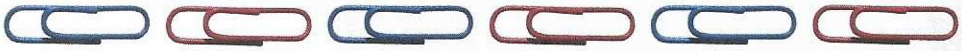
Have your child identify shapes in things in your home. Ask: 'Do you see things with more than one shape? What are these things? What shapes do they have?'

LESSON 3

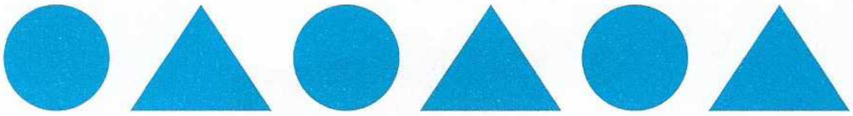
Making Patterns With Shapes

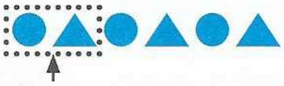
Learn Seeing patterns

Arrange  this way.



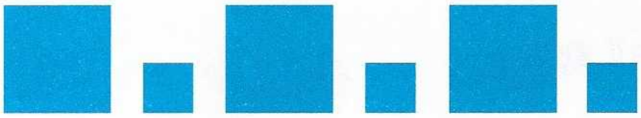
What can you say about the way the paper clips are arranged?

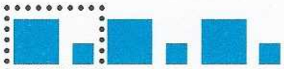




This pattern repeats.
Circle, triangle,
circle, triangle...

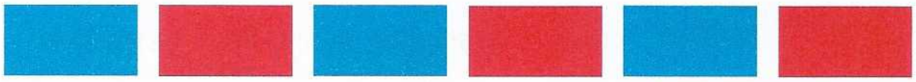
There is a change in shape.

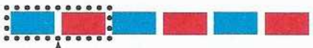




Big, small, big, small...

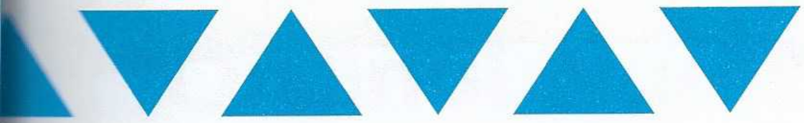
There is a change in size.

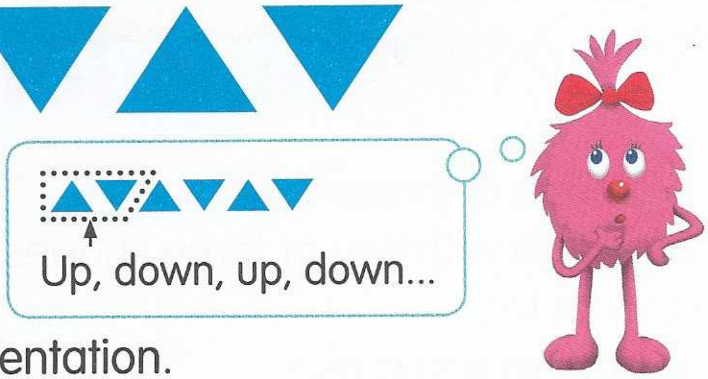




Blue, red, blue, red...

There is a change in colour.

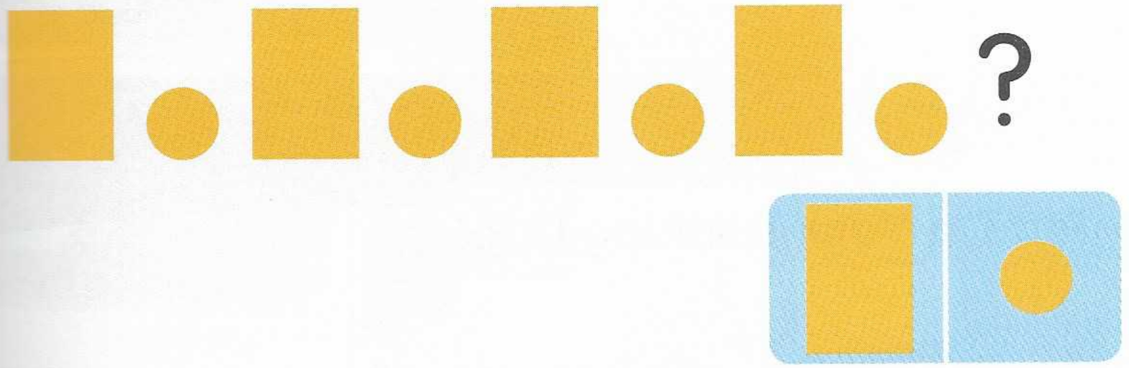



Up, down, up, down...

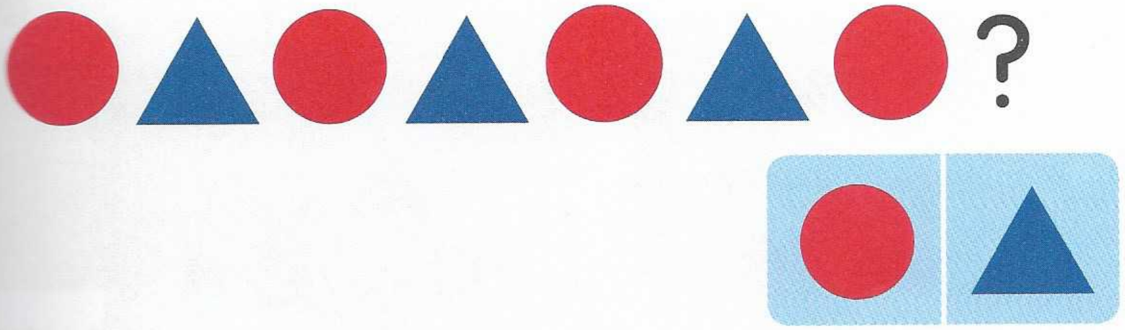
re is a change in orientation.

Complete the patterns.

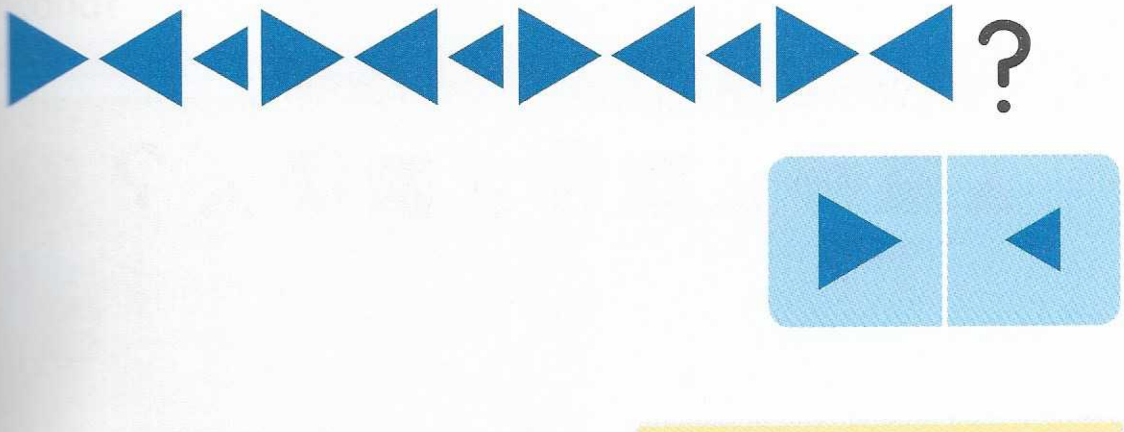
a



b



c



Workbook A: Practice 3, pages 79–82

Hands-On Activity

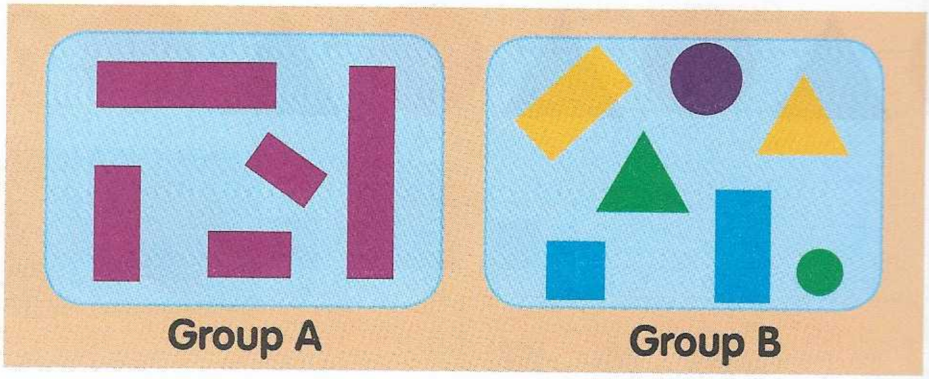
Tech Con

Work in groups of three.
Make a pattern with two or three shapes on the computer.
Print the pattern you make.
Ask another group to describe the pattern and draw what comes next.

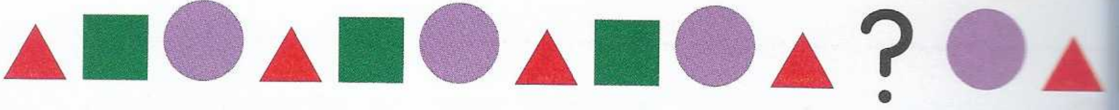
Workbook A: Performanc
pages 83–84

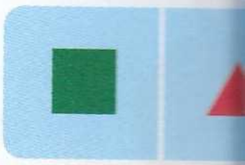
Put On Your Thinking Cap!

1 How are these shapes grouped?



2 Complete the pattern.

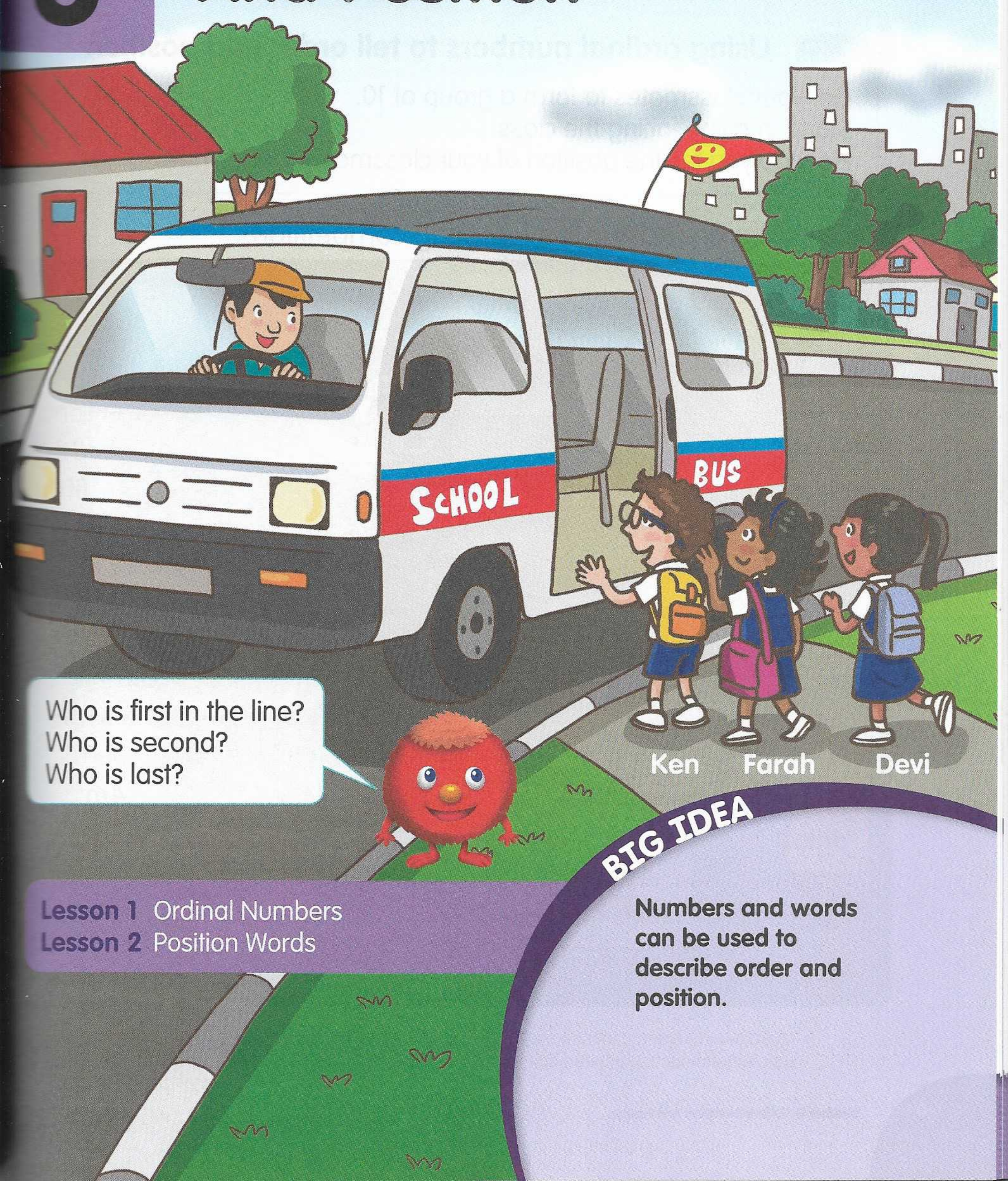




Workbook A: Put On Your Thinking Cap! pages 8

CHAPTER 6

Ordinal Numbers And Position


Who is first in the line?
Who is second?
Who is last?
SCHOOL BUS
Ken
Farah
Devi

Lesson 1 Ordinal Numbers
Lesson 2 Position Words

BIG IDEA

Numbers and words can be used to describe order and position.

LESSON

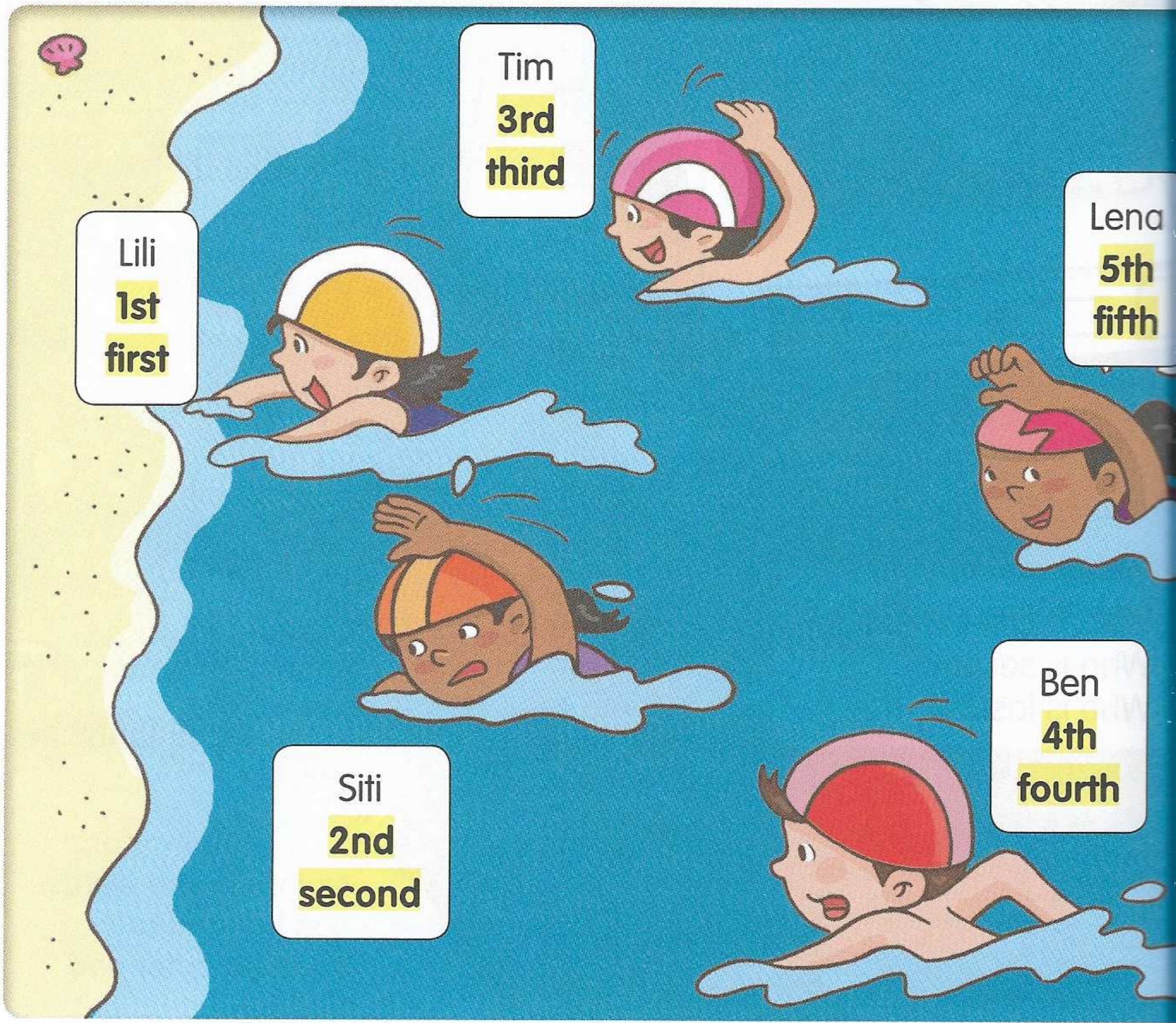
1

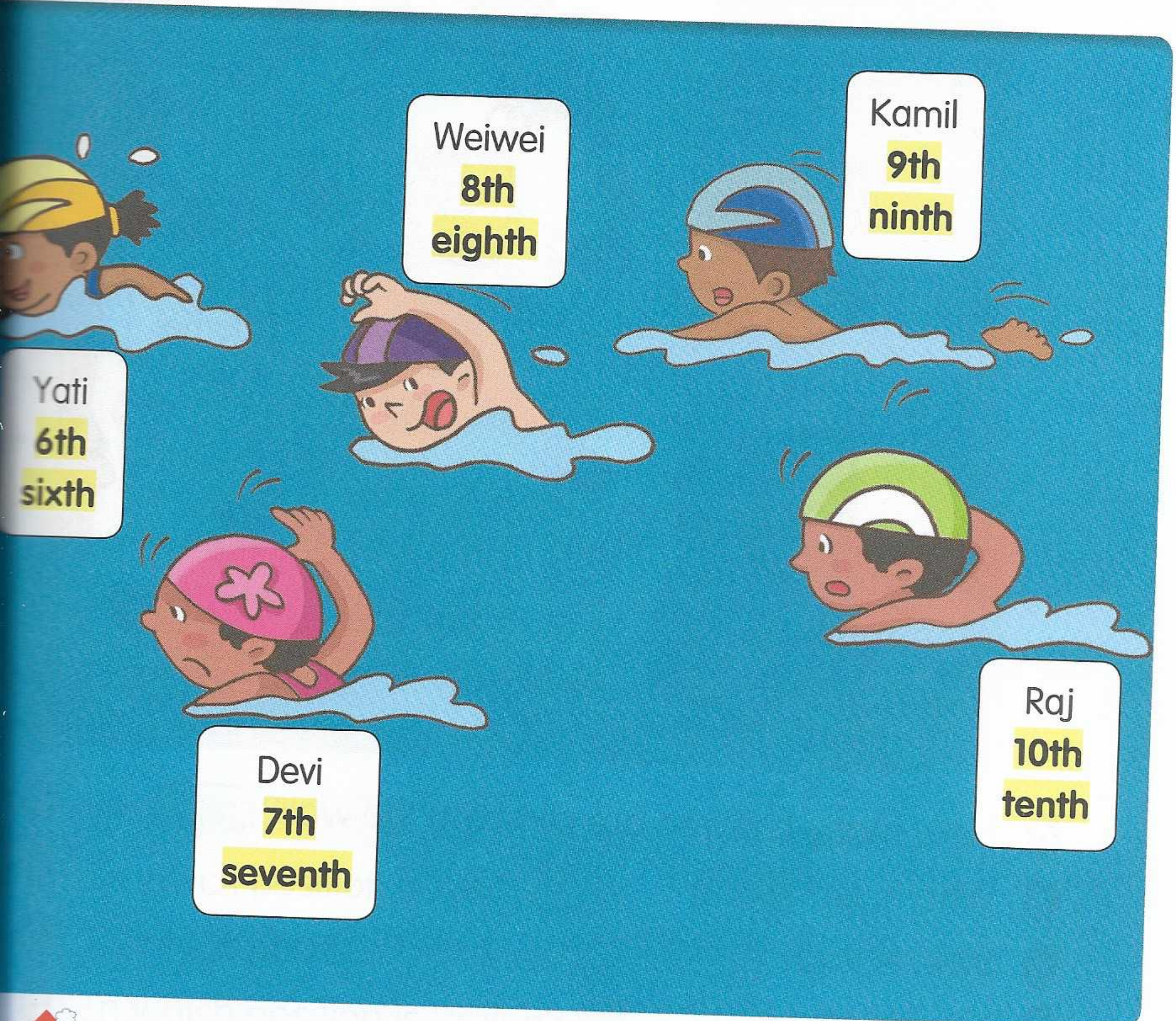
Ordinal Numbers

Learn Using ordinal numbers to tell order and position

Get your classmates to form a group of 10.
Stand in a line facing the class.
How do you tell the position of your classmates in the line?

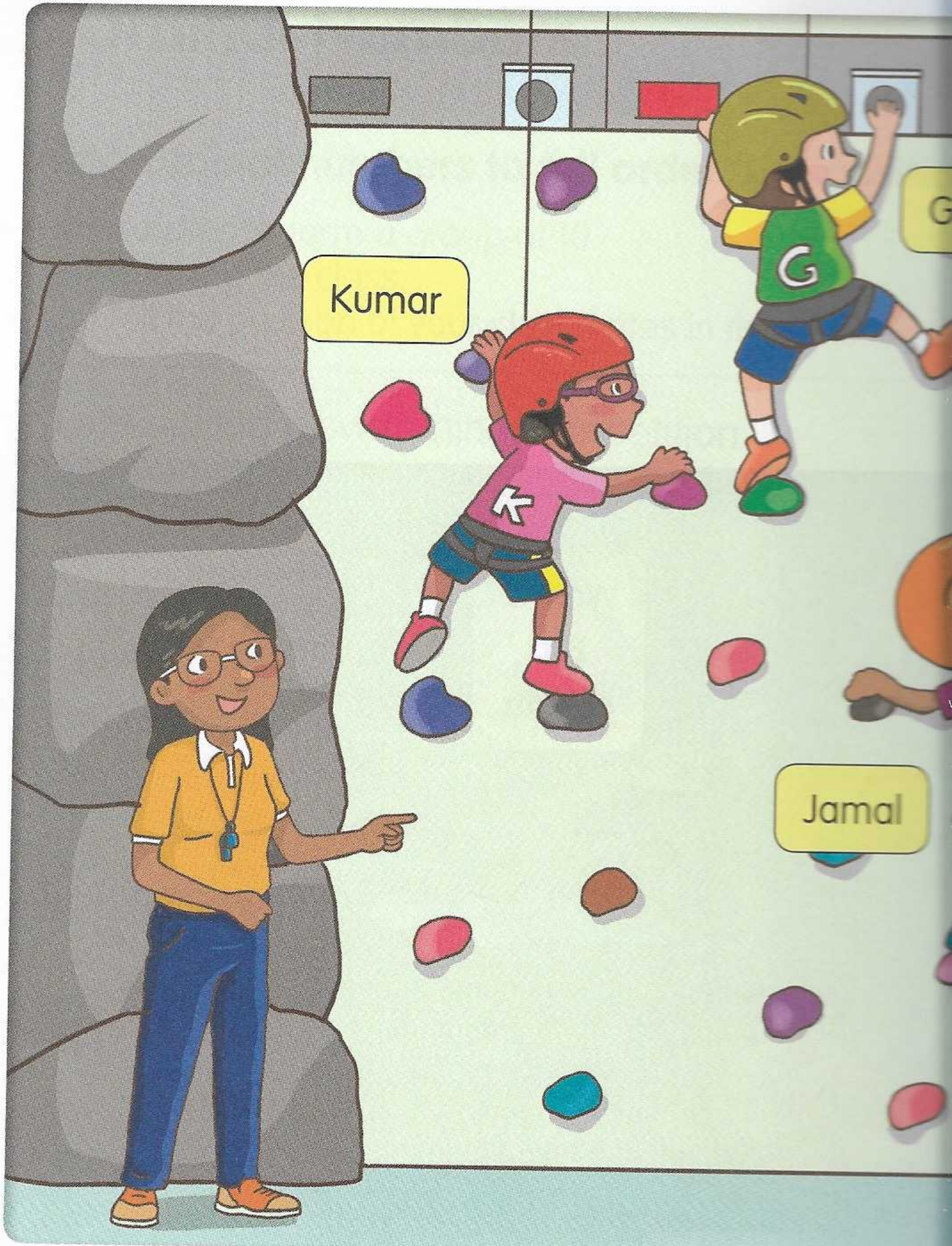
The children are having a swimming competition.


Tim
3rd
third
Lili
1st
first
Lena
5th
fifth
Siti
2nd
second
Ben
4th
fourth


Weiwei
8th
eighth
Kamil
9th
ninth
Yati
6th
sixth
Devi
7th
seventh
Raj
10th
tenth

Arrange 10 toys in a row facing left. Ask your child to use ordinal numbers to describe the position of the toys. Change the order of the toys and have your child describe their new positions.

① The children are having a competition.

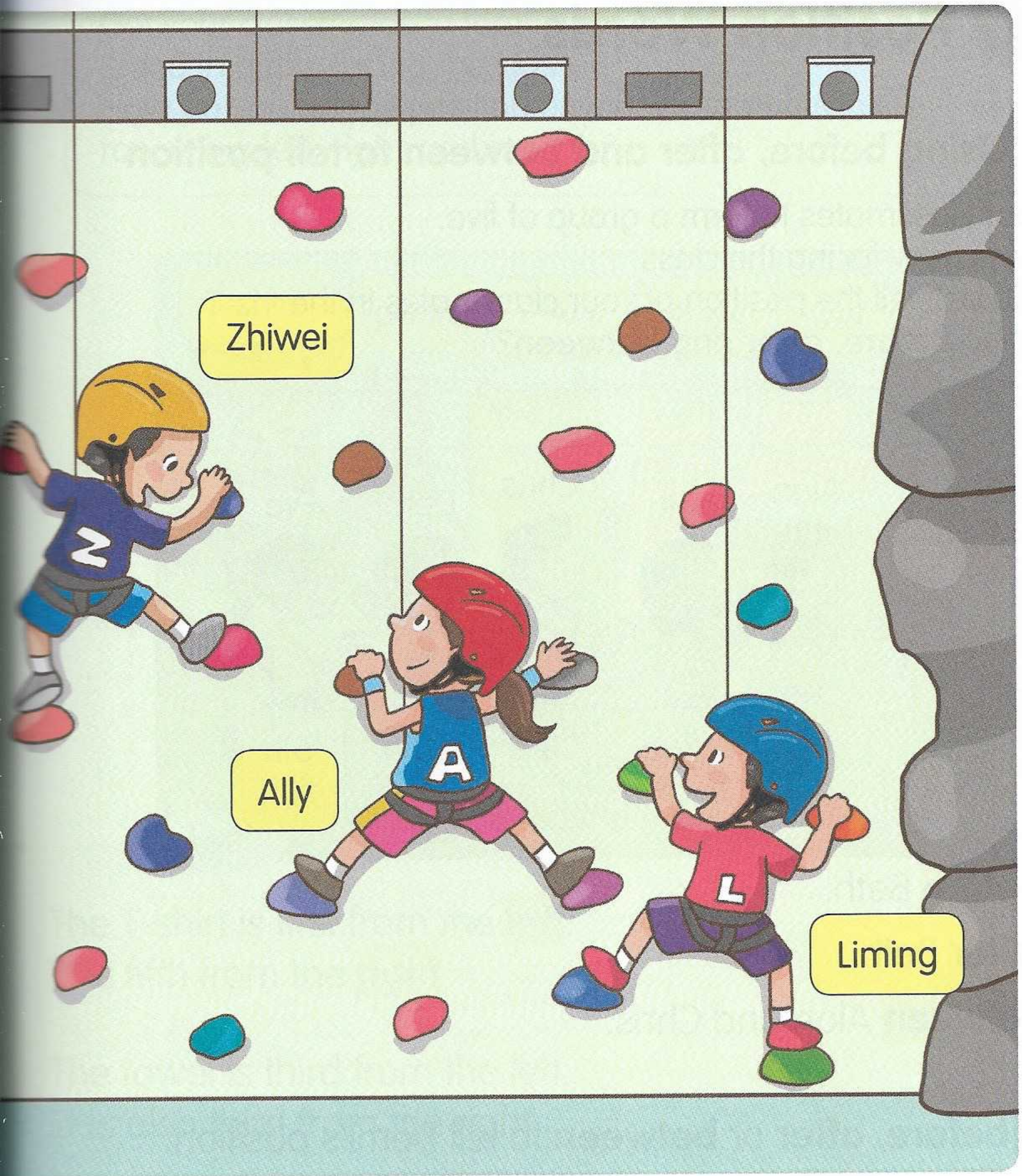


ⓐ How many children are climbing the wall?

ⓑ Who is 1st?

ⓒ Who is 2nd?

ⓓ Who is 6th?


Zhiwei
Ally
Liming
Z
A
L

- **e** Who is 4th?
- **f** In which position is Ally?
- **g** In which position is Zhiwei?
- **h** In which position is Liming?

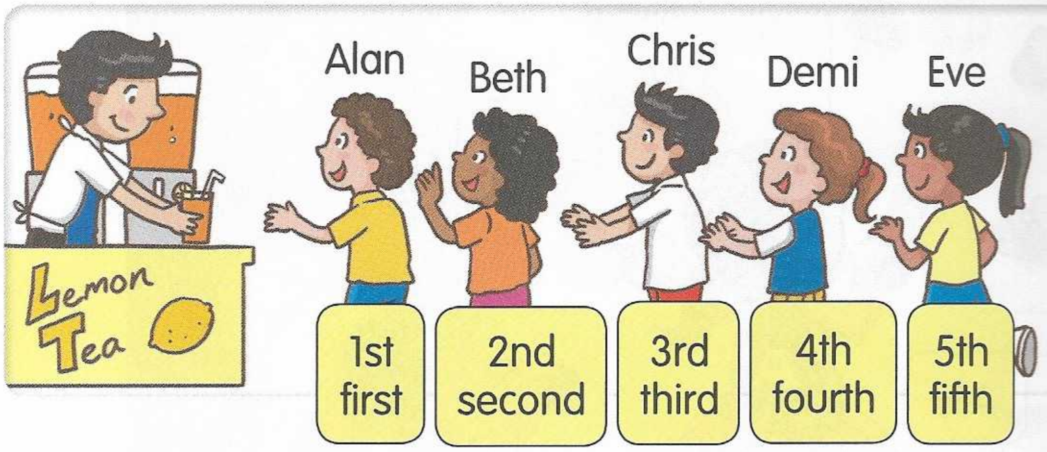
Workbook A: Practice 1, pages 89–92

LESSON

2 Position Words

Learn Using **before, after** and **between** to tell position

Get your classmates to form a group of five.
Stand in a row facing the class.
How do you tell the position of your classmates in the row using **before, after** and **between**?


Lemon Tea
Alan
Beth
Chris
Demi
Eve
1st first
2nd second
3rd third
4th fourth
5th fifth

Alan is **before** Beth.

Chris is **after** Beth.

Beth is **between** Alan and Chris.

① Use **before**, **after** or **between** to tell Demi's position.

ⓐ Demi is ☐ Eve.

ⓑ Demi is ☐ Chris and Eve.

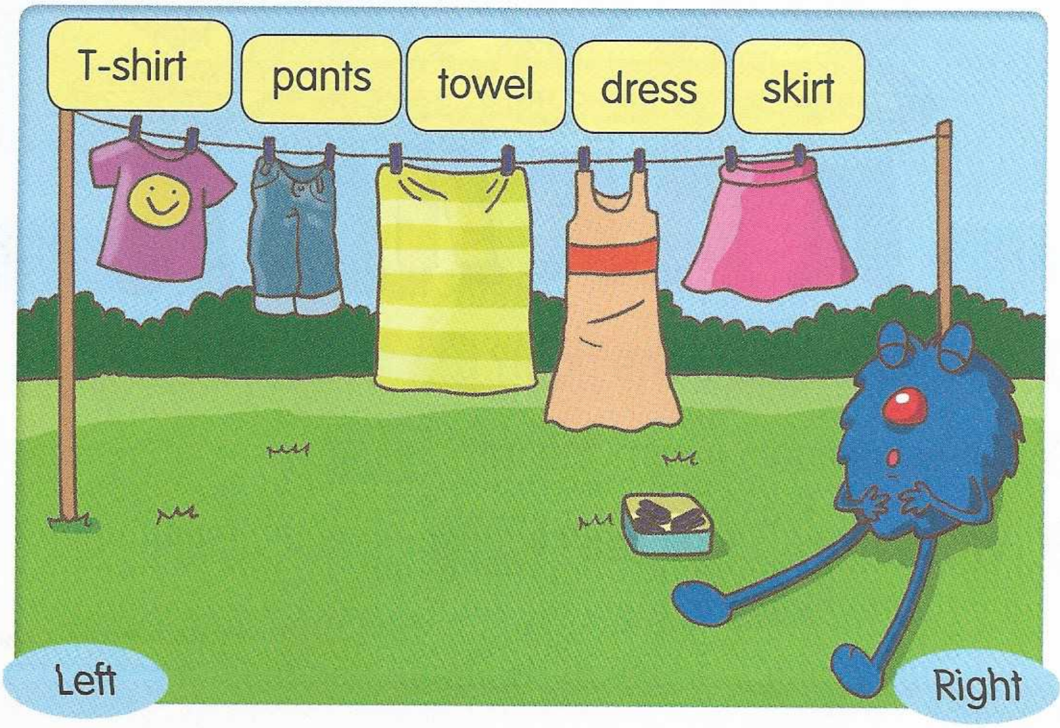
ⓒ Demi is ☐ Chris.

Workbook A: Practice 2, pages 93–

Arrange three toys in a row and ask your child to use 'before', 'after' and 'between' to describe their positions. Change the order of the toys and have your child describe their new positions.

Learn Using left, right and next to to tell position

Get your classmates to form a group of five.
Stand in a row facing the class.
How do you tell the position of your classmates in the row using **left**, **right** and **next to**?



The T-shirt is first from the **left**.
It is fifth from the **right**.

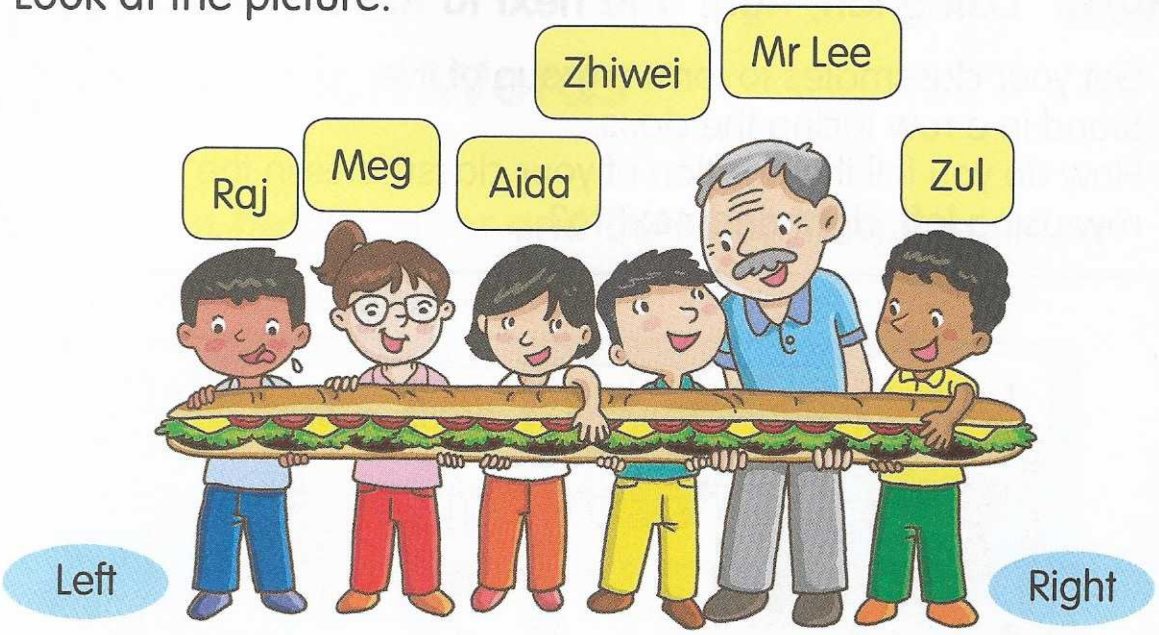
The towel is third from the left.
It is also third from the right.

The dress is **next to** the towel.
The dress is also next to the skirt.

The pants are between the T-shirt and the towel.

Ask your child to use 'left', 'right' and 'next to' to talk about the position of things in your home. For example, your child can point at the third plant from the left in a row of plants.

② Look at the picture.


Raj
Meg
Aida
Zhiwei
Mr Lee
Zul
Left
Right

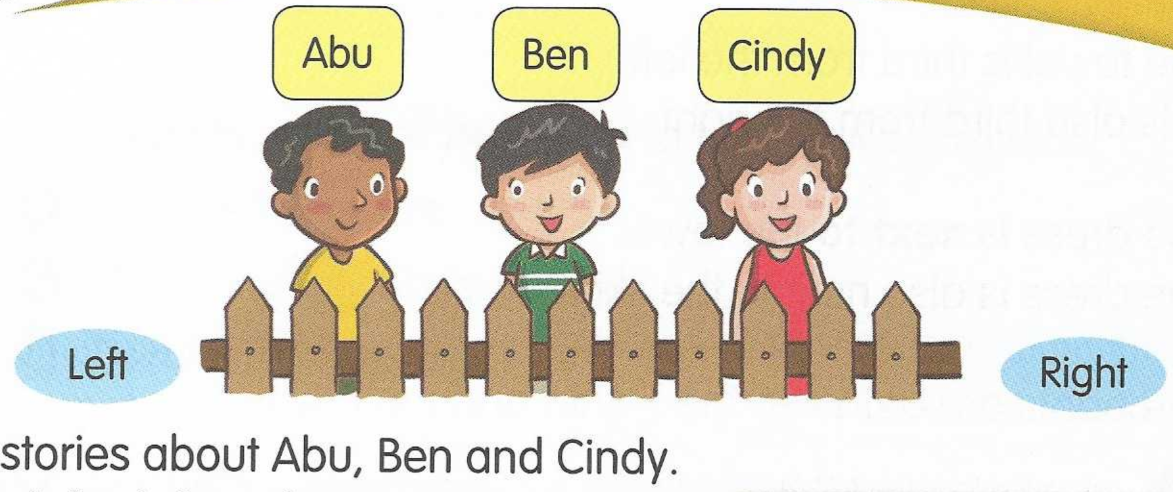
ⓐ Who is first from the right?

ⓑ Who is second from the left?

ⓒ Who is next to Mr Lee?

Workbook A: Practice 3, pages 95–97

Maths Sharing


Abu
Ben
Cindy
Left
Right

Tell stories about Abu, Ben and Cindy.
Use **right**, **left** and **next to**.

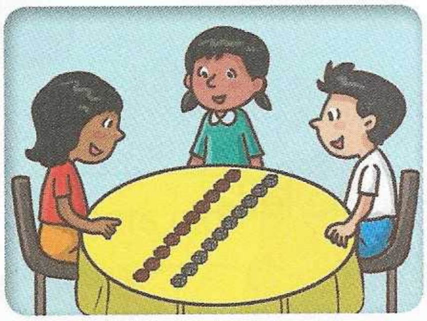
Workbook A: Maths Journal, page 98

Game

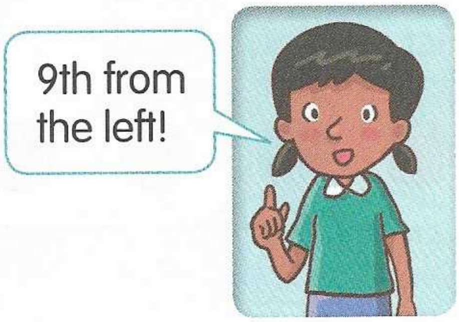
Players: 3
You need:

- 10 🟥
- 10 🟦

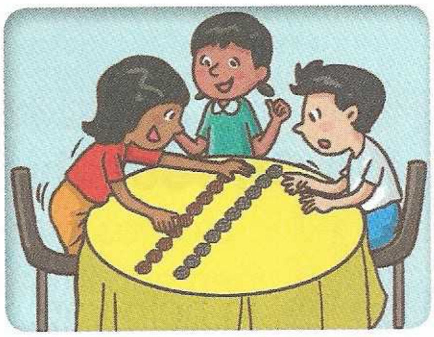
① Players A and B put their 🟥 in a row.



② Player C calls out a position.


9th from the left!

③ The first player to grab the correct 🟥 from his own row scores a point.



④ Put the 🟥 back. Repeat ② and ③.

The first player to score five points wins!

Workbook A: Performance Task, pages 99–100

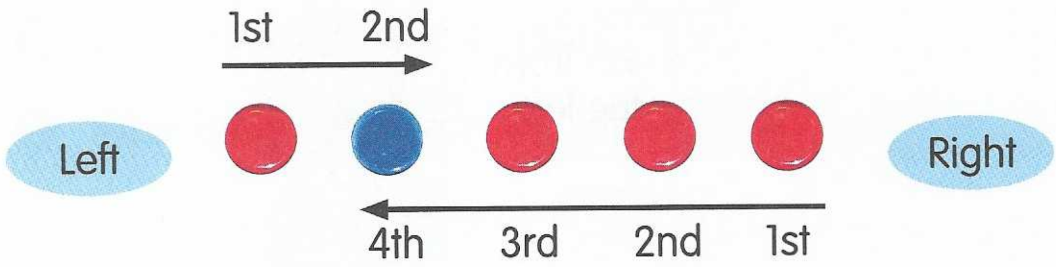
Hands-On Activity

① Take 4 🔴 and 1 🔵.

② Put them all in a row.

③ What is the position of the 🔵 from the left?
What is its position from the right?

④ Repeat ② and ③ with a different number of 🔴.



Put On Your Thinking Cap!

Use 🔴🟡🔵 to help you.

There are 10 beads in a row.
There is only one red bead.
The red bead is 6th from the right.

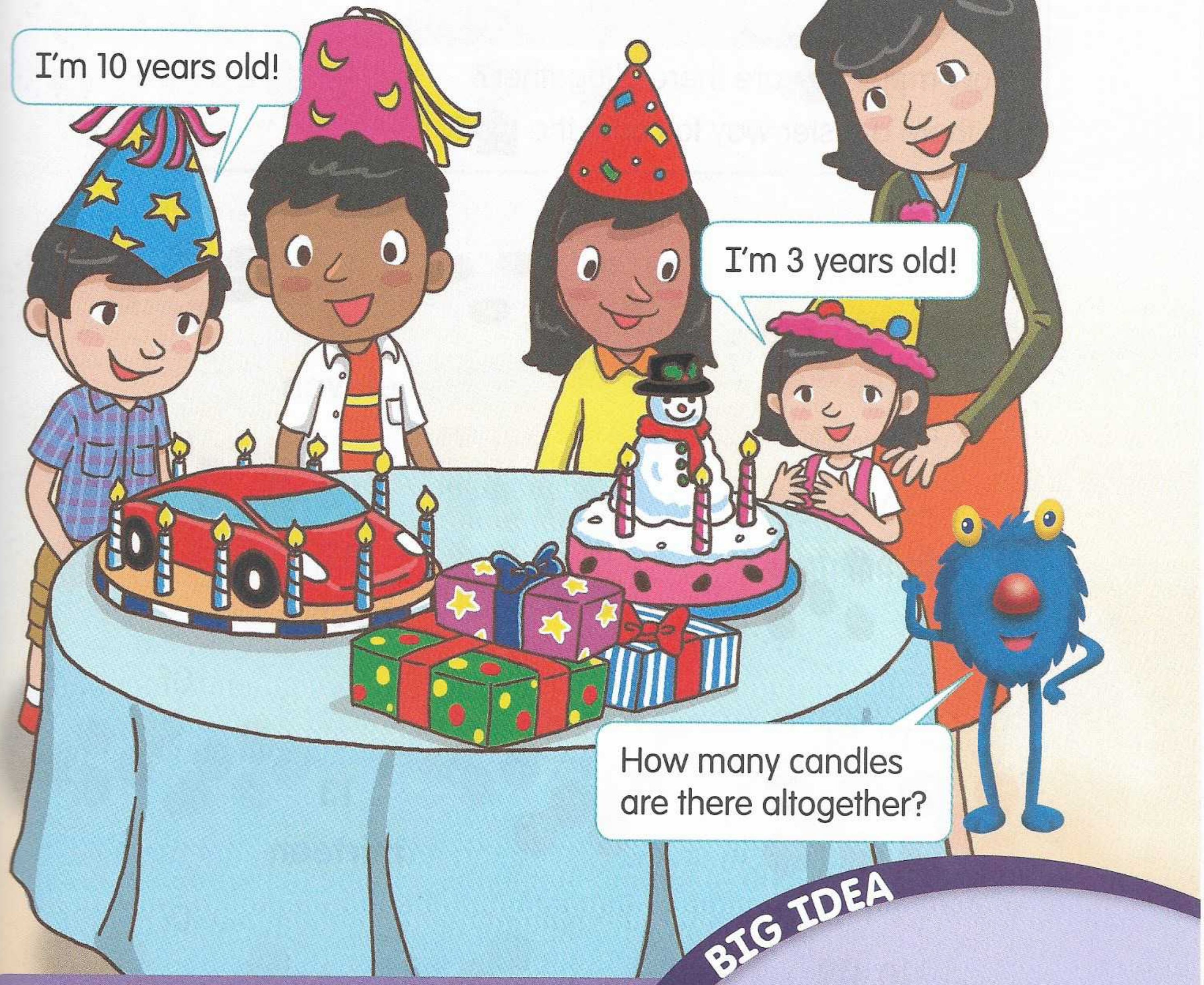
What is the position of the red bead from the left?

Workbook A: Put On Your Thinking Cap! pages 101–104

CHAPTER

7

Numbers To 20


I'm 10 years old!
I'm 3 years old!
How many candles are there altogether?

Lesson 1 Counting To 20
Lesson 2 Comparing Numbers
Lesson 3 Making Number Patterns

BIG IDEA

Count, read, write, compare and order numbers to 20. Make number patterns.

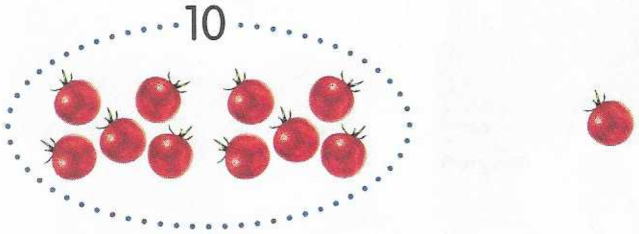
LESSON

1

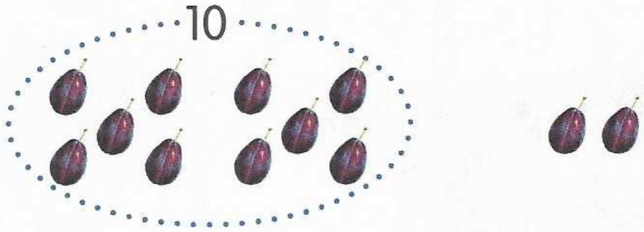
Counting To 20

Learn Counting on from 10

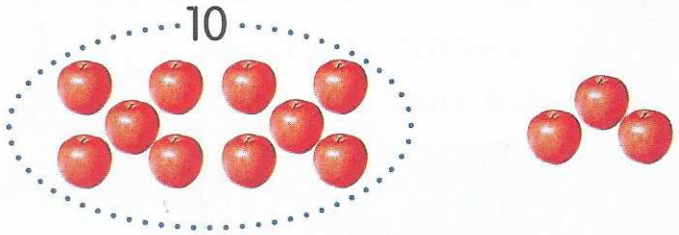
Make two 🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩.
How many 🟩 are there altogether?
Is there a faster way to count the 🟩?



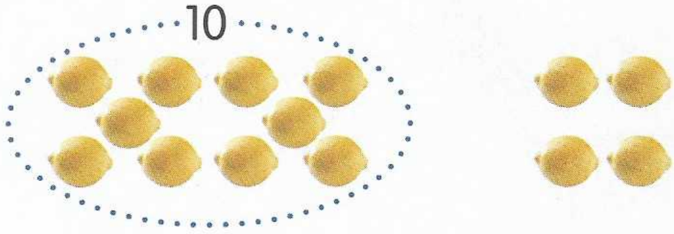
11
eleven



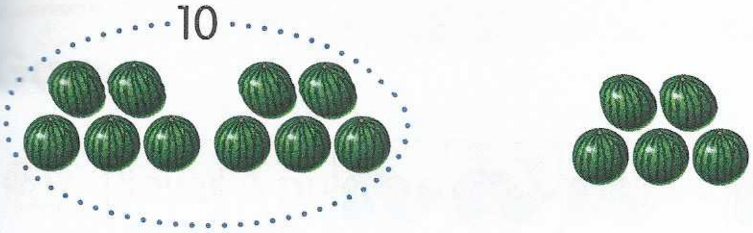
12
twelve



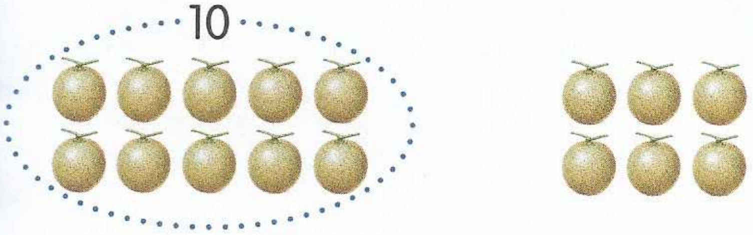
13
thirteen



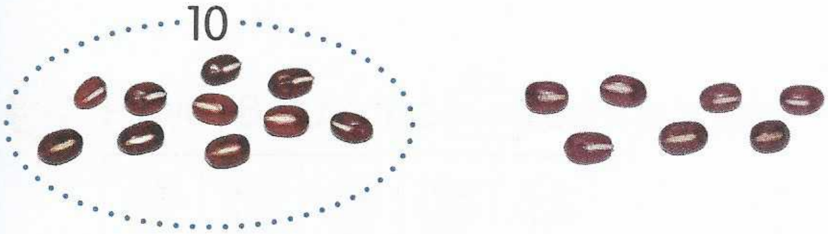
14
fourteen



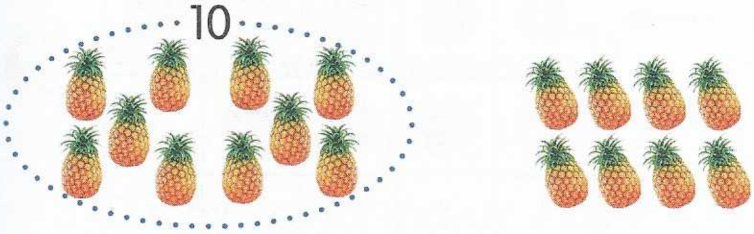
15
fifteen



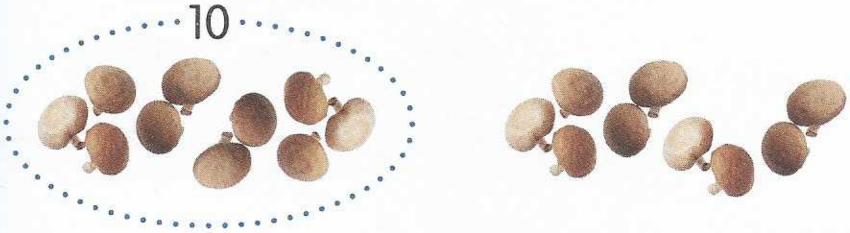
16
sixteen



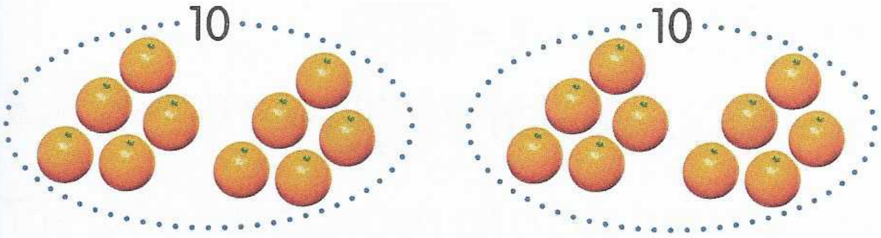
17
seventeen



18
eighteen



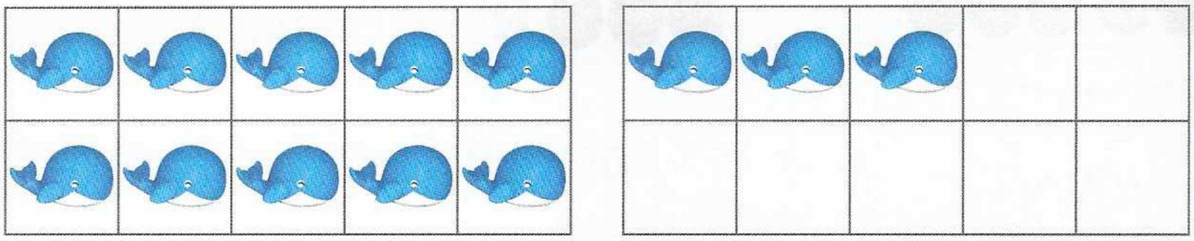
19
nineteen



20
twenty

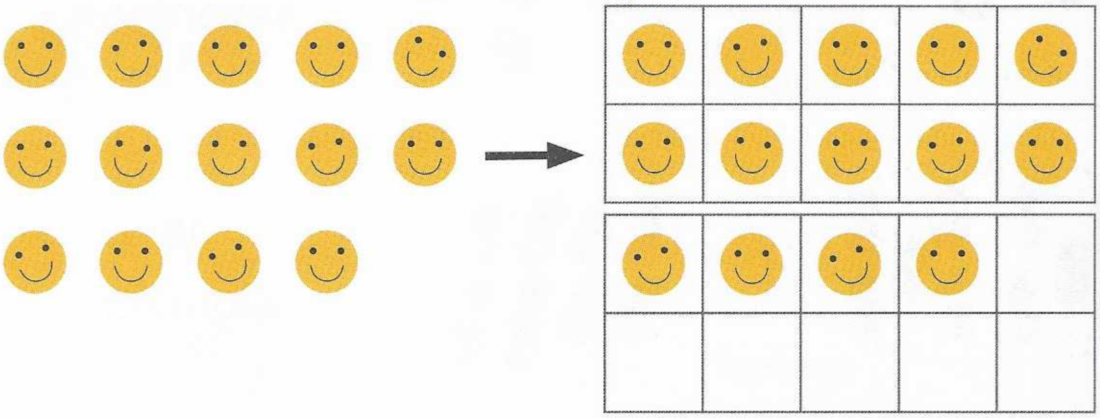
Have your child make flash cards for numbers 11 to 20. Ask him to write the number on one side of the card and the number word on the other side.

First, make 10.
Then, count on.



10 and 3 make 13.
'10 + 3' is the same as 13.
10 + 3 = 13

1 Count on from 10.



____ and ____ make 14. ____ + ____ = ____

2 Find the missing numbers.

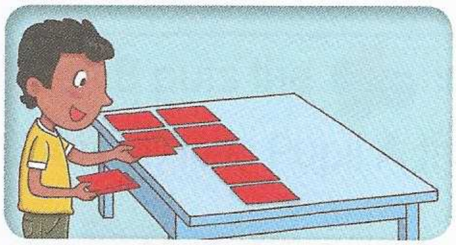
- **a** 10 and 7 make ____. 10 + 7 = ____
- **b** 10 and 10 make ____. 10 + 10 = ____

Ask your child to use ▦ to count different numbers of buttons or beads. Encourage your child to make 10 first and then count on.

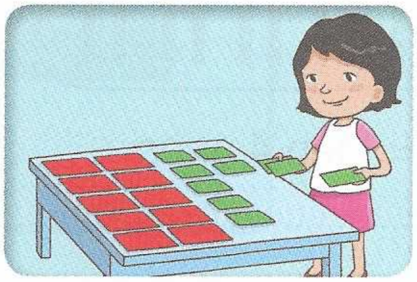
Game

Players: 2
You need:
- 20
- twenty

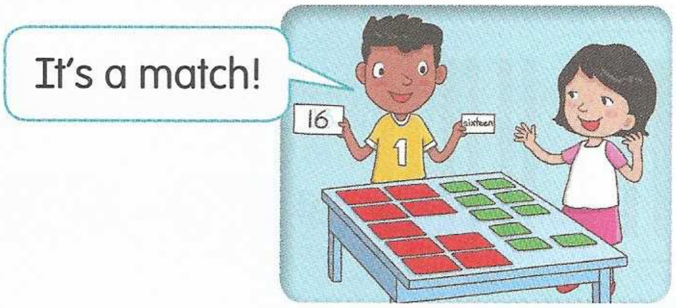
1. Player A puts the 20 on the table.



2. Player B puts the twenty on the table.



3. Player A turns over a 20 and a twenty.
If the cards match, Player A keeps them.
If they do not match, Player A puts them back.

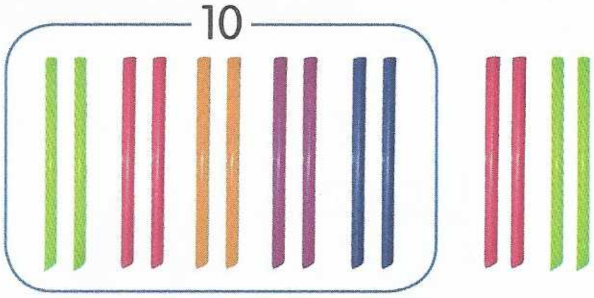


4. Switch roles and repeat 3.

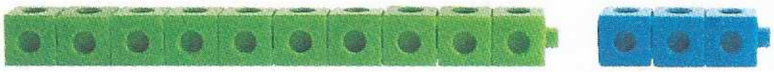
The game ends when all cards are matched.
The player who collects more cards wins!

Learn Using tens and ones to show numbers to 20

Take 14 [redacted].
How many groups of 10 [redacted] can you make?
How many [redacted] are left?



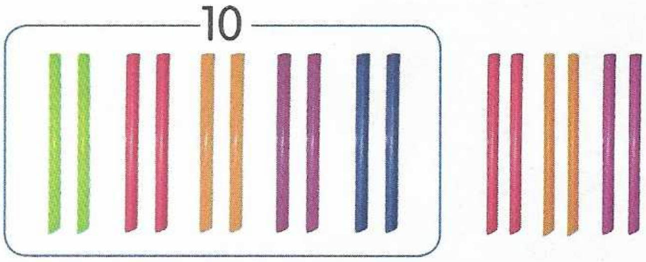
14 = 1 ten 4 ones



13 = 1 ten 3 ones

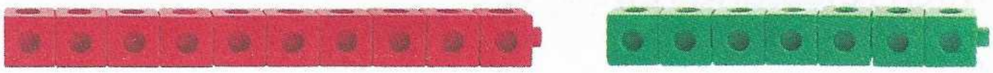
3 Find the missing numbers.

a



16 = ☐ ten ☐ ones

b



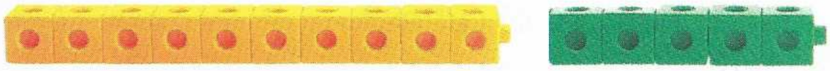
17 = ☐ ten ☐ ones

Hands-On Activity

① Pupil A takes some .

② Pupil B puts the in groups of tens.
Then he tells Pupil A the number.

Example



15 = 1 ten 5 ones

③ Switch roles and repeat ① and ②.

☐ = ☐ ten ☐ ones

☐ = ☐ ten ☐ ones

☐ = ☐ ten ☐ ones

☐ = ☐ ten ☐ ones

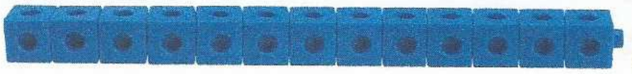
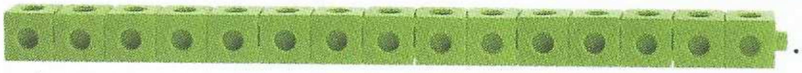
Workbook A: Practice 1, pages 111–116

LESSON

2

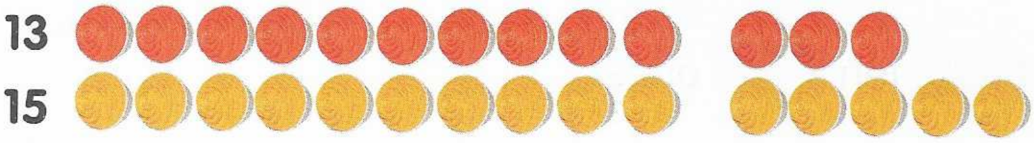
Comparing Numbers

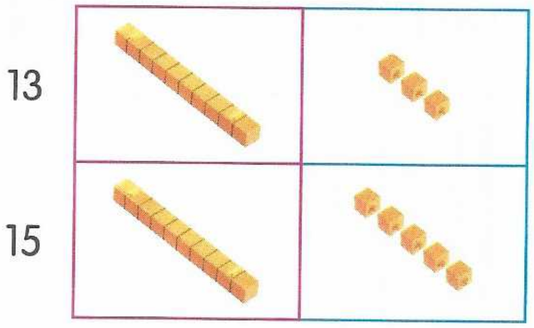
Learn Comparing two numbers

Make  and .

Which has a greater number of cubes?
Which has a smaller number of cubes?
How do you know?

Compare 13 and 15.
Which number is greater?
Which number is smaller?





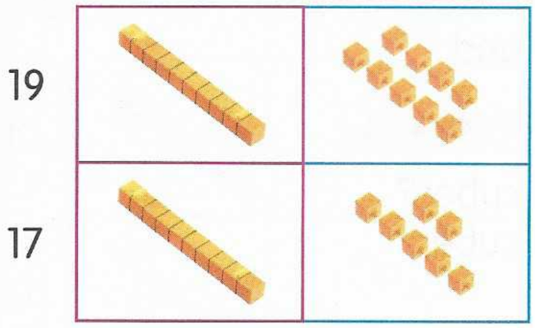
Both have 1 ten.

5 is greater than 3.
So, 15 is greater than 13.

3 is smaller than 5.
So, 13 is smaller than 15.

① Compare 19 and 17.

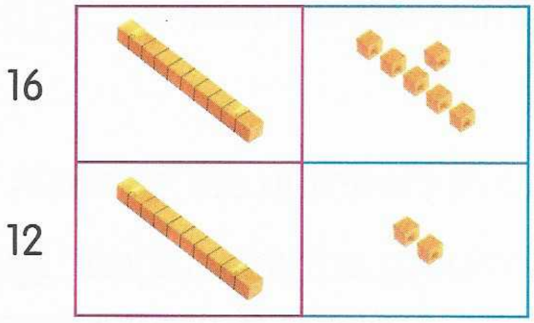
Which number is greater?



____ is greater than ____.

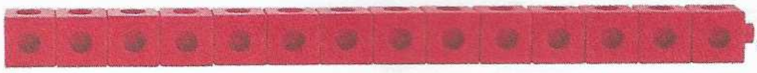
② Compare 16 and 12.

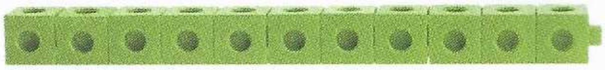
Which number is smaller?

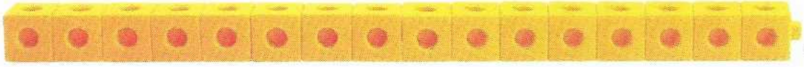


____ is smaller than ____.

Learn Comparing three numbers

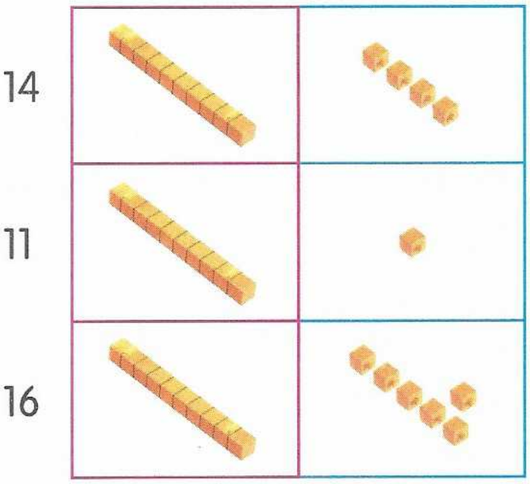
Make  ,

 and

 .

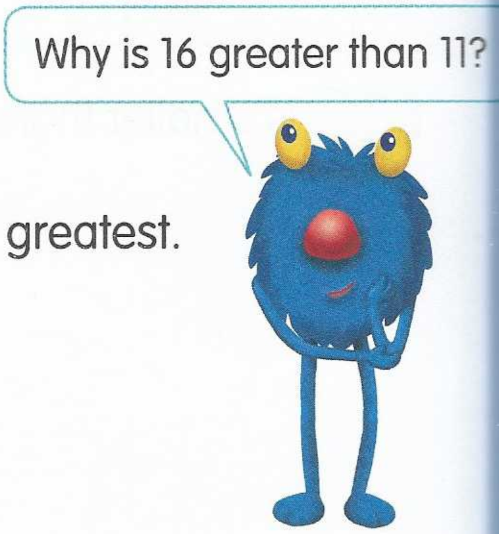
Which has the greatest number of cubes?
Which has the smallest number of cubes?
How do you know?

Compare 14, 11 and 16.



16 is the **greatest** number.

11 is the **smallest** number.

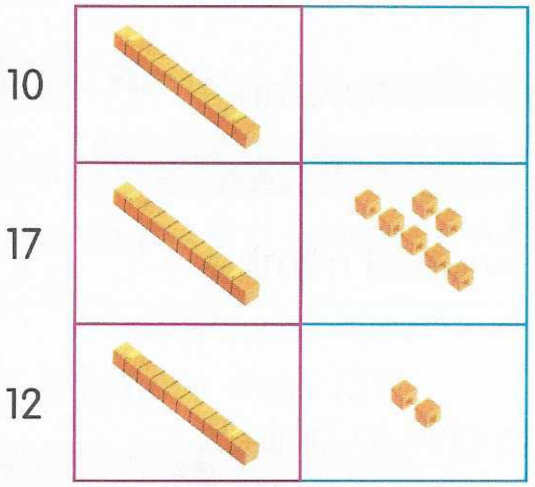

Why is 16 greater than 11?

Arrange the numbers from smallest to greatest.

11	14	16
smallest		greatest

3 Compare the numbers.

10 17 12



____ is the greatest number.

____ is the smallest number.

4 Arrange the numbers in order.

a Begin with the greatest.

20 2 13

____, ____, ____

greatest

b Begin with the smallest.

10 18 8

____, ____, ____

smallest

Workbook A: Practice 2, pages 117–119

Let's Explore!

11 15 12

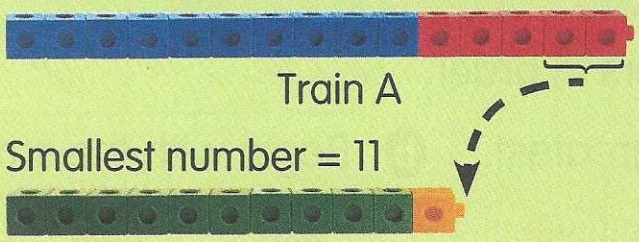
1. Make a number train for the greatest number. Name it Train A.

2. Make a number train for the smallest number. Name it Train B.

3. Take some 🟥 from Train A to give to Train B. Make both trains have the same number of 🟥. How many 🟥 must you take from Train A?

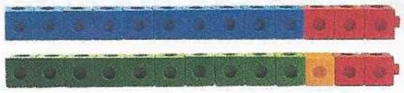
Example

Greatest number = 15



Smallest number = 11

Take 2 🟥 from Train A. Put them on Train B.



4. Repeat 1 to 3 for these numbers.

   a. 16 11 19

   b. 20 12 17

Workbook A: Maths Journal, page 120

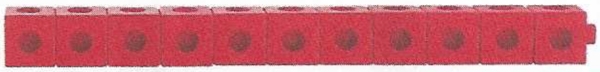
Ask your child to compare three numbers from 10 to 20. Ask him to identify the greatest and the smallest numbers and explain his answer.

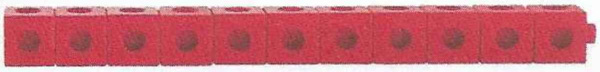
LESSON

3

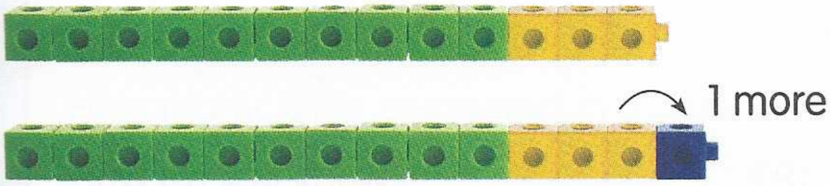
Making Number Patterns

Learn Finding 1 more than another number

Make  .

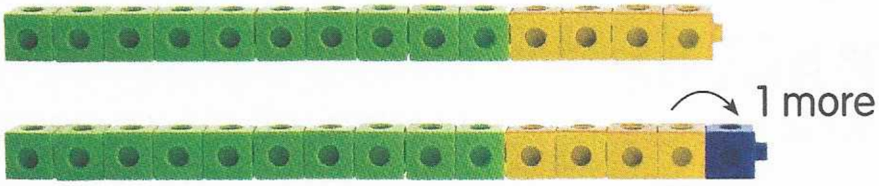
How do you find 1 more than  ?

What is 1 more than 13?



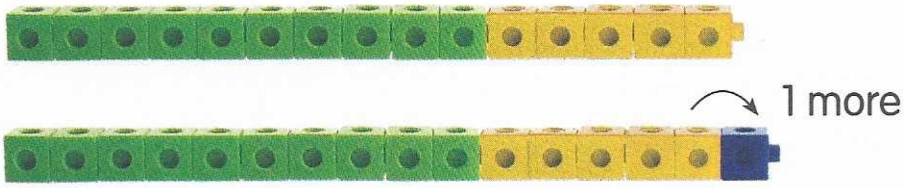
1 more than 13 is 14.

① What is 1 more than 14?



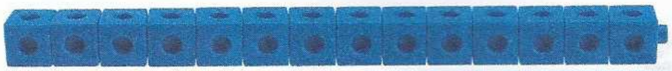
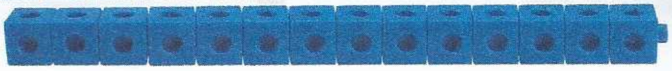
1 more than 14 is ____.

② What is 1 more than 15?

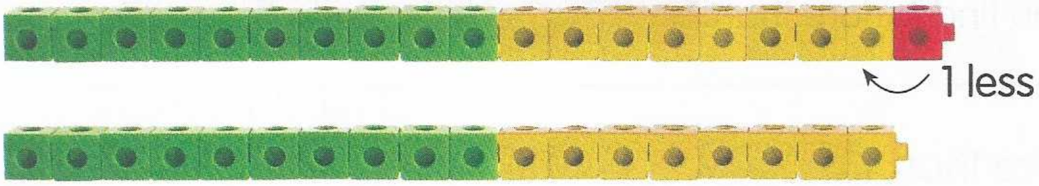


1 more than 15 is ____.

Learn Finding 1 less than another number

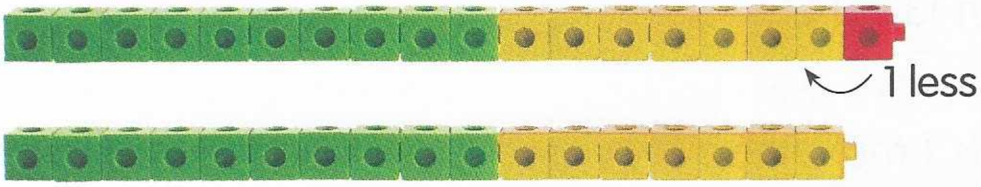
Make .
How do you find 1 less than  ?

What is 1 less than 19?



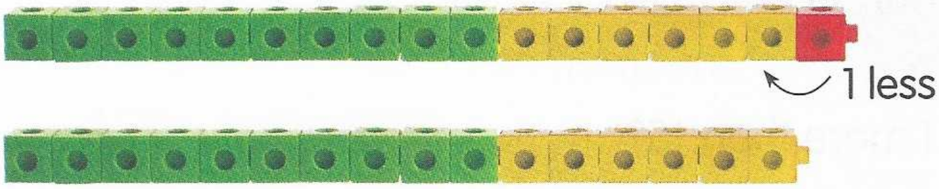
1 less than 19 is 18.

③ What is 1 less than 18?



1 less than 18 is ____.

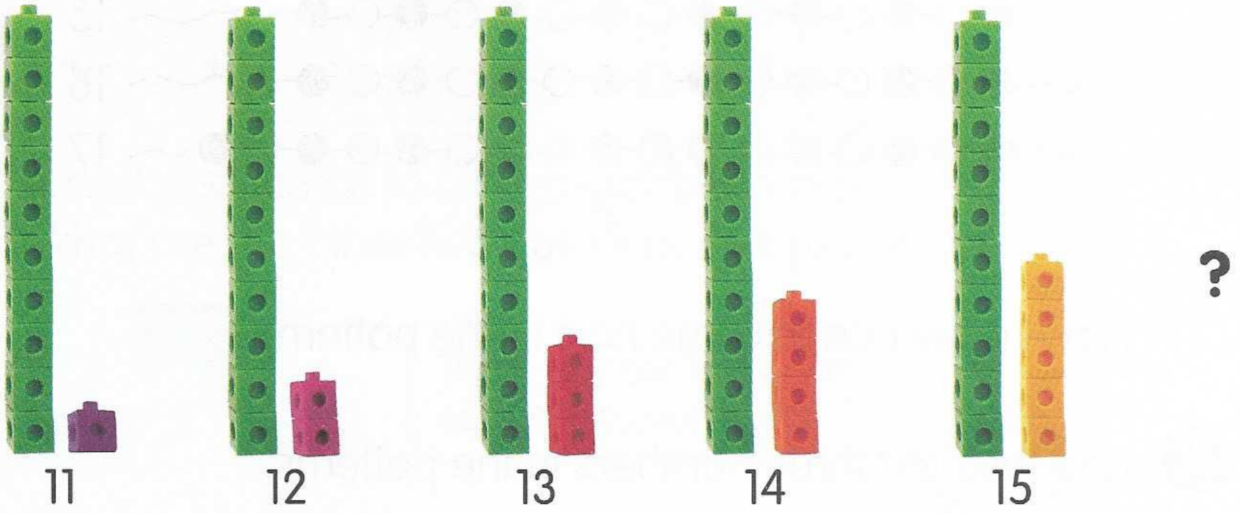
④ What is 1 less than 17?



1 less than 17 is ____.

Learn Making a pattern

Use to make the pattern below.



How many come next in the pattern?

How do you know?

What comes next in the pattern?

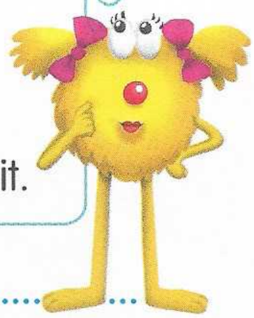
11, 12, 13, 14, 15, **?**

16 comes next in the pattern.

1 more

11, 12, 13, 14, 15, 16

Each number is 1 more than the number before it.



What comes next in the pattern?

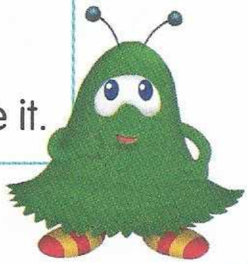
17, 16, 15, 14, 13, **?**

12 comes next in the pattern.

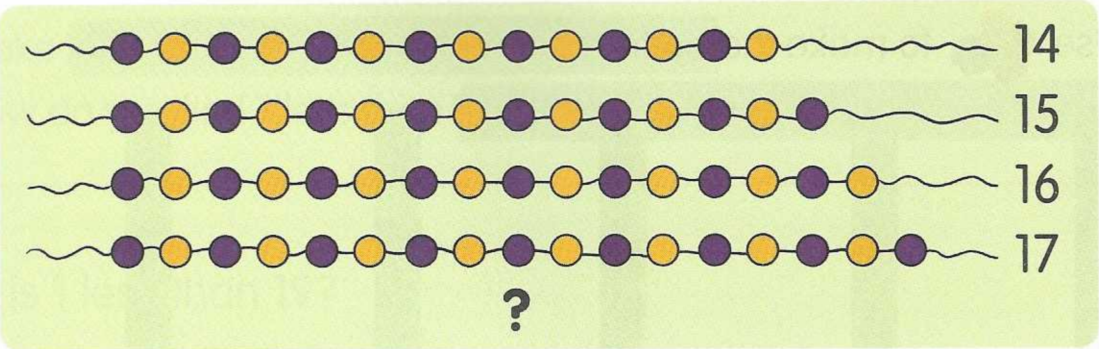
1 less

17, 16, 15, 14, 13, 12

Each number is 1 less than the number before it.



5 Lena uses beads to make a pattern.



How many beads come next in the pattern? ☐

6 Find the next three numbers in the patterns.

a 10, 11, 12, 13, ☐, ☐, ☐

b 20, 19, 18, 17, ☐, ☐, ☐

Workbook A: Practice 3, pages 121–122

Maths Sharing

Weiwei says he made a pattern using these numbers.

13 14 17 18

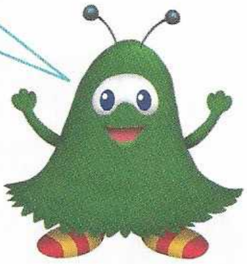
Is he correct? Why?

Workbook A: Performance Task, page 123

Put On Your Thinking Cap!

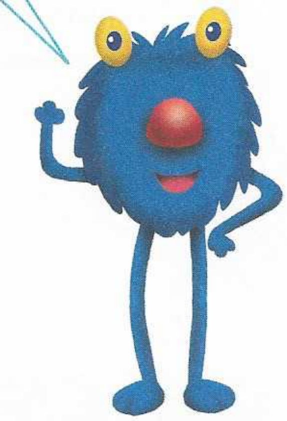
① 12 14 15 16 ? ?

Use the six cards to form a number pattern.
What are the other two numbers that you need?


There is more than one correct answer!

② Arrange the cards from smallest to greatest.

A B C


Use numbers in place of the letters.

Card C has a greater number than Card A.
Card A has a smaller number than Card B.
Card C has a smaller number than Card B.

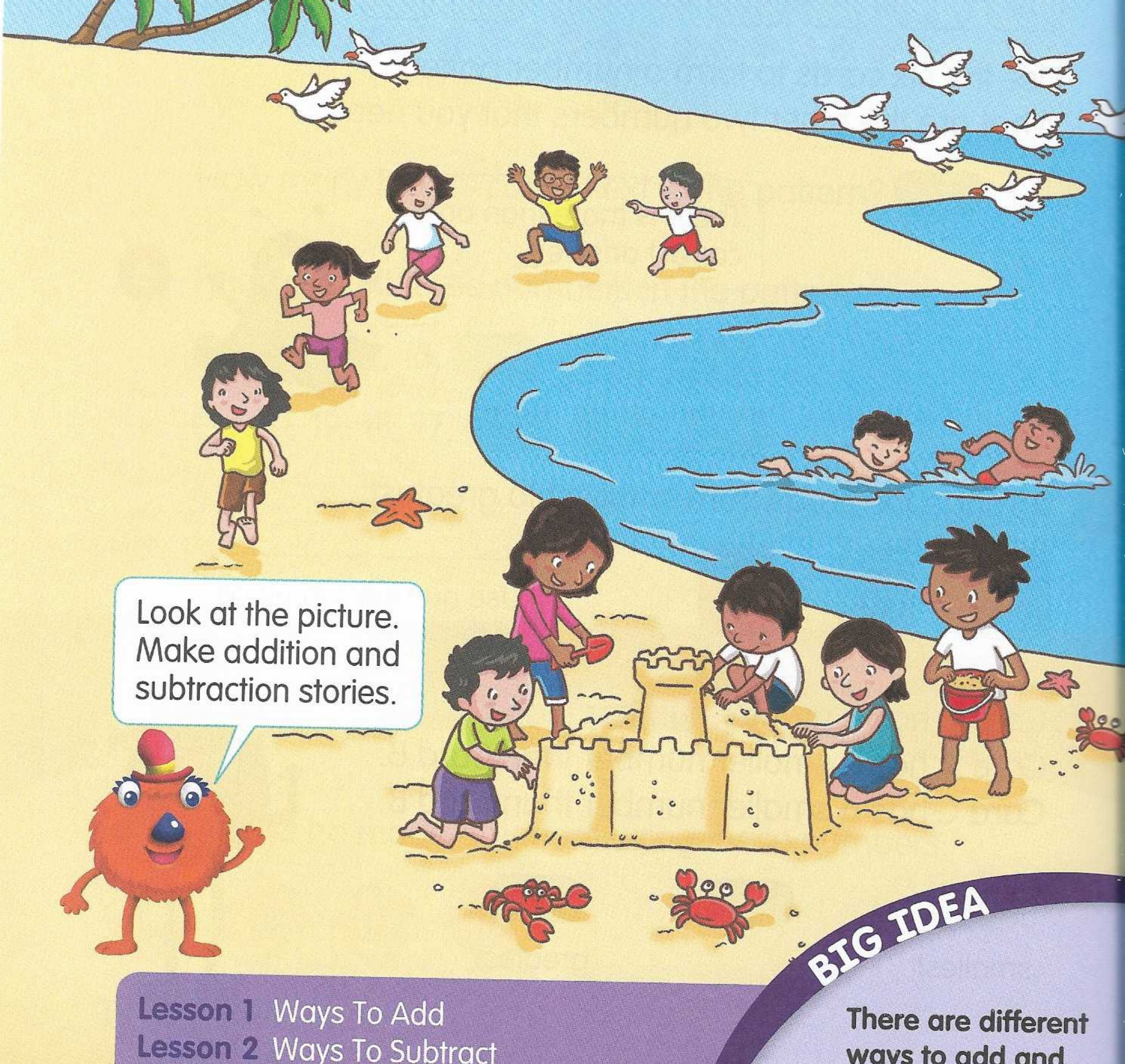
smallest greatest

Workbook A: Put On Your Thinking Cap! pages 124–126

CHAPTER

8

Addition And Subtraction Within 20



Look at the picture. Make addition and subtraction stories.

Lesson 1 Ways To Add
Lesson 2 Ways To Subtract
Lesson 3 Solving Word Problems: Addition And Subtraction

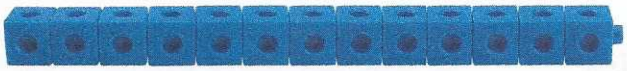
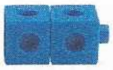
BIG IDEA

There are different ways to add and subtract.

LESSON

1 Ways To Add

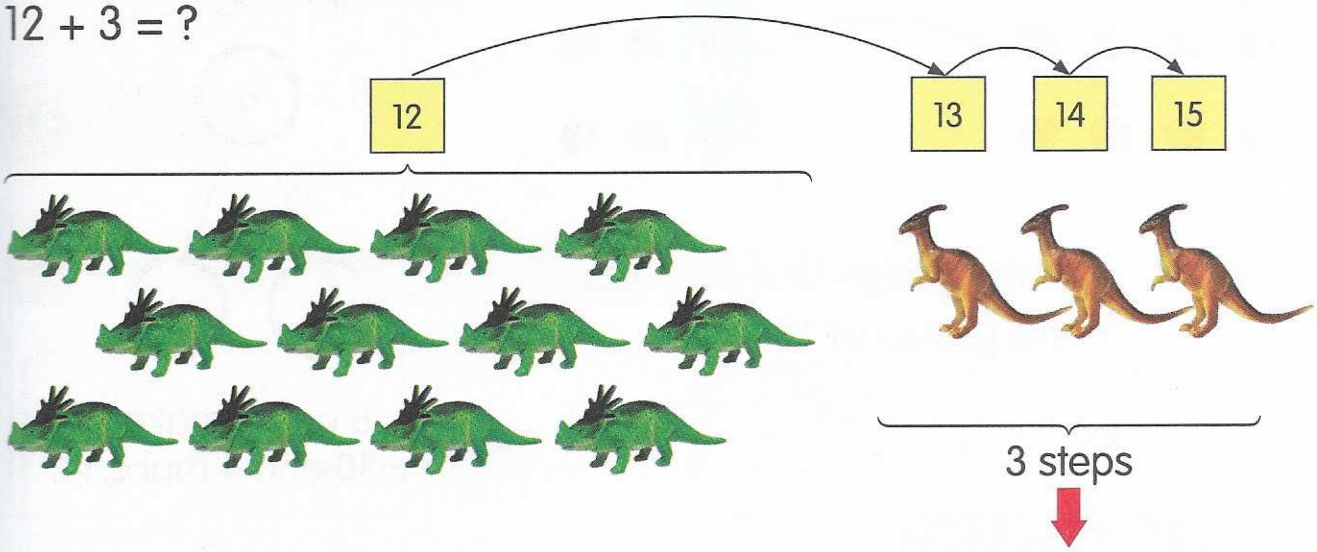
Learn Adding by counting on

Make  and  .

How do you add them?

Paul has 12 toy dinosaurs.
His sister gives him 3 toy dinosaurs.
How many toy dinosaurs does Paul have altogether?

12 + 3 = ?



Paul has 15 toy dinosaurs altogether.

12 + 3 = 15

1 Add by counting on.

a 13 + 4 =

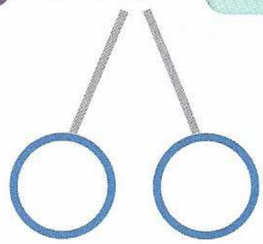
13	14	15	16	17	18	19	20

b 9 + 3 =

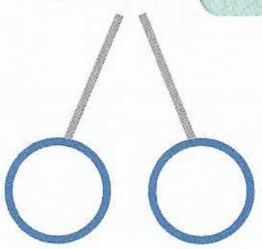
9	10	11	12	13	14

② Add by making 10.

ⓐ 9 + 5 = ☐

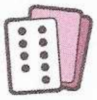


ⓑ 8 + 7 = ☐

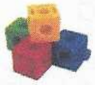


Let's Explore!

Work in pairs.

① Find different ways to make 15 using two .

☐ ? + ☐ ? = 15

Use  to help you.

② Repeat ① for these numbers.

ⓐ 13 ⓑ 14 ⓒ 12 ⓓ 16

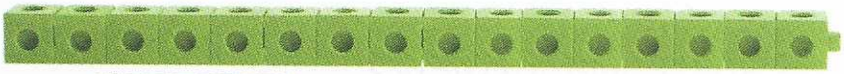
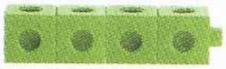
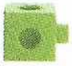
Workbook A: Practice 1, pages 127–132

LESSON

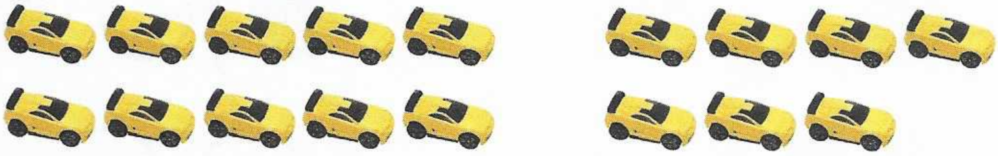
2

Ways To Subtract

Learn Subtracting by counting back

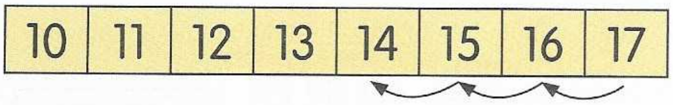
Make .
Take away .
How do you find the number of  left?

Raju has 17 toy cars.
He gives away 3 toy cars.
How many toy cars does Raju have left?



17 – 3 = ?

Start from 17.
Count back 3 steps.



3 steps

17 – 3 = 14

Raju has 14 toy cars left.

1 Subtract by counting back.

a 17 – 4 = ☐

10	11	12	13	14	15	16	17

b 18 – 3 = ☐

11	12	13	14	15	16	17	18

2 Where does our President work?
Subtract to find out.

13 – 3 = ○ **T**

20 – 2 = ○ **S**

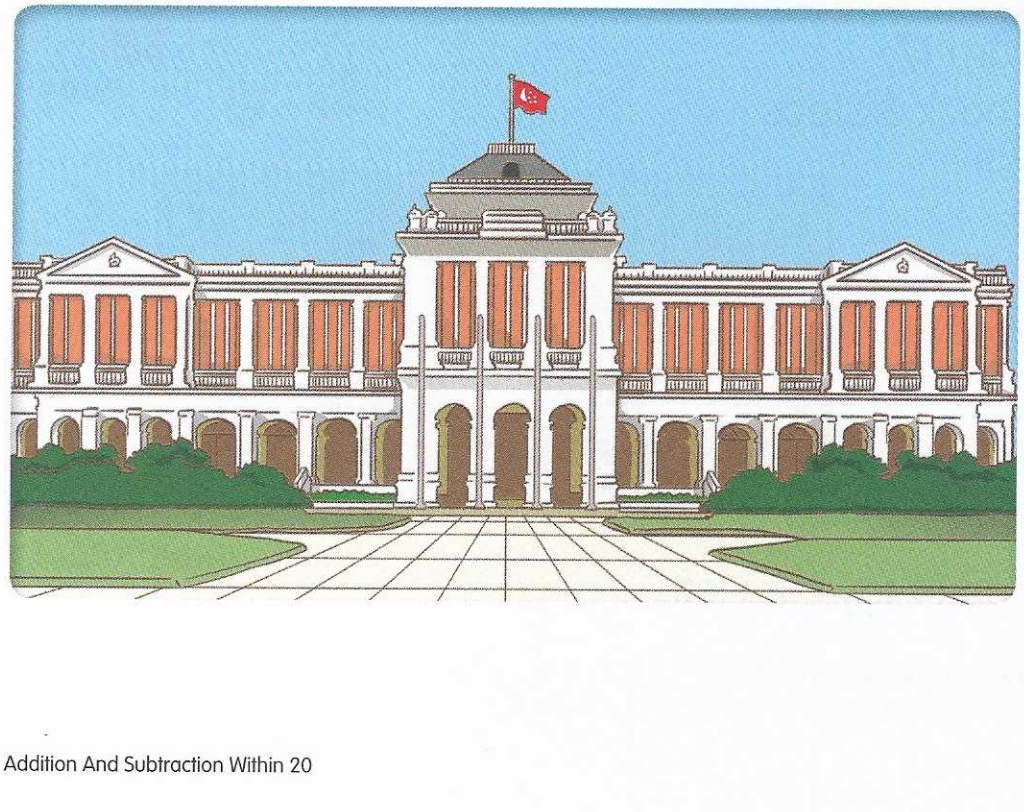
15 – 2 = ○ **A**

17 – 4 = ○ **A**

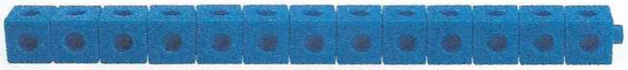
16 – 1 = ○ **N**

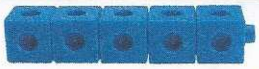
19 – 3 = ○ **I**

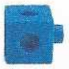
The ______ ______ ______ ______ ______ ______
16 18 10 13 15 13



Learn Subtracting from 10

Make .

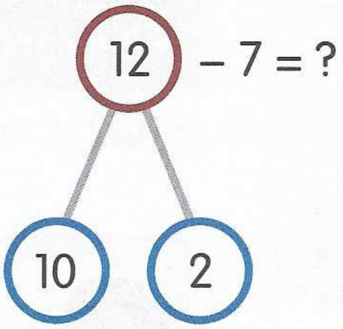
Take away .

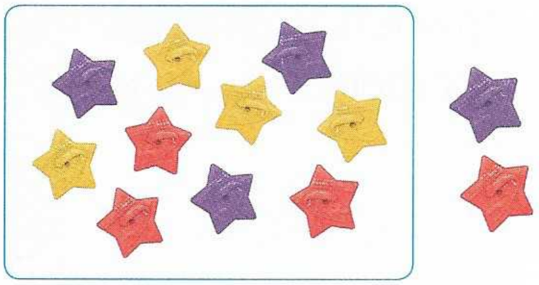
How do you find the number of  left?

Faheem makes 12 stars.
He gives 7 stars to Rai.
How many stars does Faheem have left?

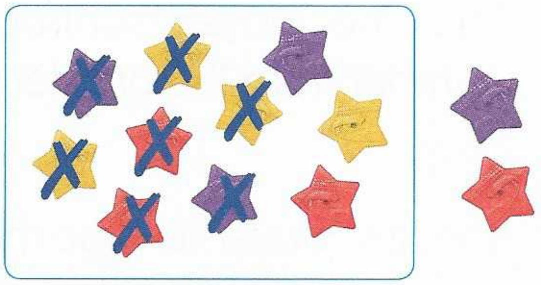
12 – 7 = ?

Step 1 12 is 10 and 2.

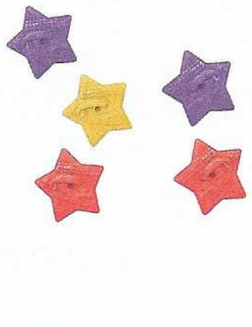




Step 2 You cannot
take away 7 from 2.
So, take away 7 from 10.
10 – 7 = 3



Step 3 Add 2 and 3.
2 + 3 = 5



So, 12 – 7 = 5.

Faheem has 5 stars left.

Revise number bonds for 10 with your child to help him quickly subtract numbers from 10. Give him subtraction problems within 20 and guide him in deciding whether to count back or subtract from 10 to find the answer.

③ Subtract.

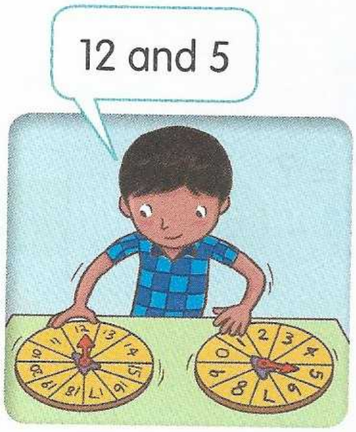
ⓐ $11 - 3 =$ ☐

ⓑ $13 - 6 =$ ☐

Game

Players: 3
You need:
- 2 spinners

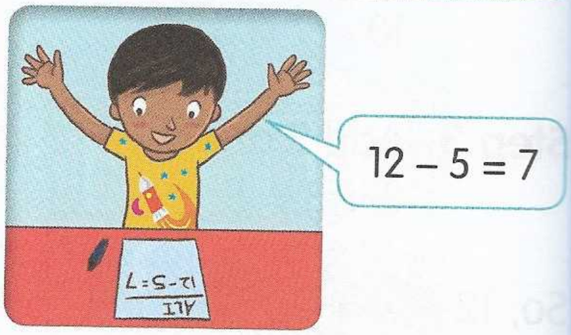
① Player A uses the spinners to get two numbers.



② The other players subtract the smaller number from the greater number.

GINA
12-5=
ALI
12-5=

③ The first player to write the correct subtraction equation gets a point.
Take turns to spin the spinners.



After five rounds, the player with the most points wins!

Workbook A: Practice 2, pages 133–136

LESSON 3

Solving Word Problems: Addition And Subtraction

Learn Solving word problems by addition or subtraction

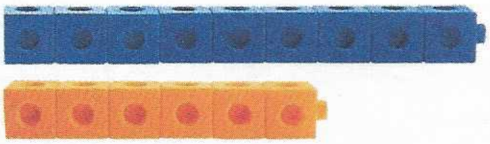
Make 🟥🟥🟥🟥🟥🟥🟥 and 🟥🟥🟥🟥🟥🟥🟥🟥 .

How many 🟥 do you have altogether?

Do you add or subtract to find the answer?
How do you know?

Liming has 9 🟦.

Rai gives him 6 🟧 .

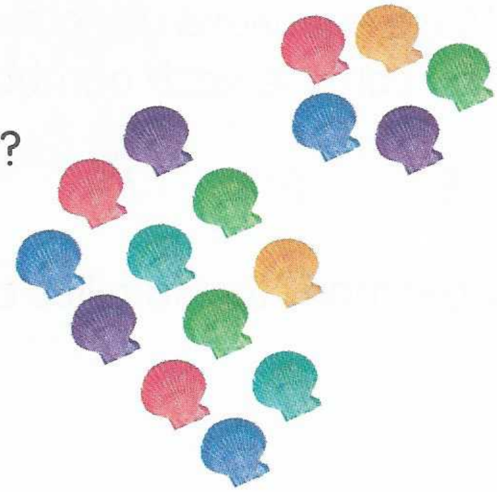


How many 🟦🟧 does Liming have altogether?

9 + 6 = 15

Liming has 15 🟦🟧 altogether.

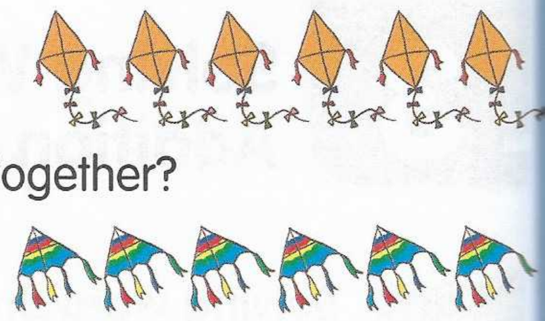
Ali has 16 clay shells.
He gives Mani 5 clay shells.
How many clay shells does Ali have left?



16 − 5 = 11

Ali has 11 clay shells left.

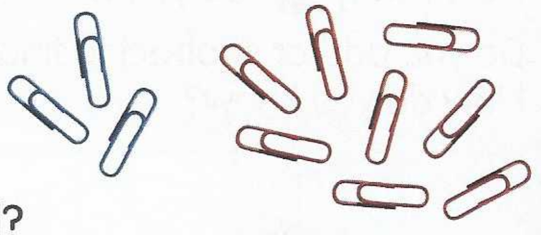
① Lin makes 6 kites.
Kate makes 6 kites.
How many kites do they make altogether?



☐ ○ ☐ = ☐

They make ☐ kites altogether.

② George has 11 paper clips.
3 paper clips are blue.
The rest are red.
How many paper clips are red?



☐ ○ ☐ = ☐

☐ paper clips are red.

Workbook A: Practice 3, pages 137–140

Let's Explore!

Make equations using these numbers.
You can use each number more than once.

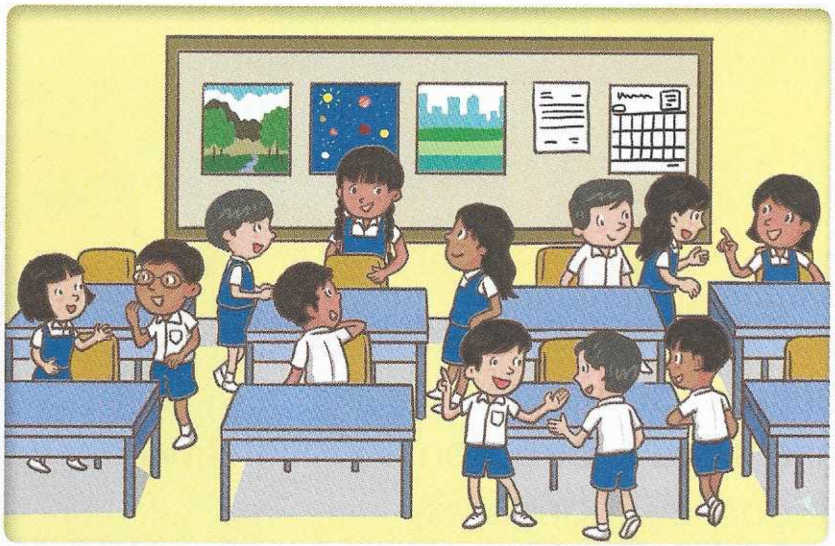
5 6 7 8 9 13 15

How many fact families can you make? ☐

Maths Sharing

Look at the people around you.
Tell an addition or subtraction story about them.

Example



There are 12 children in the class.
3 children have long hair.
How many children have short hair?

12 – 3 = ☐

☐ children have short hair.

Workbook A: Maths Journal, page 141 and Performance Task, page 142

Put On Your Thinking Cap!

① Make three addition equations with 6, 7, 8, 9, 10 and 11. Use each number once.

☐ + ☐ = 17

☐ + ☐ = 17

☐ + ☐ = 17

② Make three subtraction equations with 7, 8, 9, 10, 11 and
Use each number once.

☐ − ☐ = 3

☐ − ☐ = 3

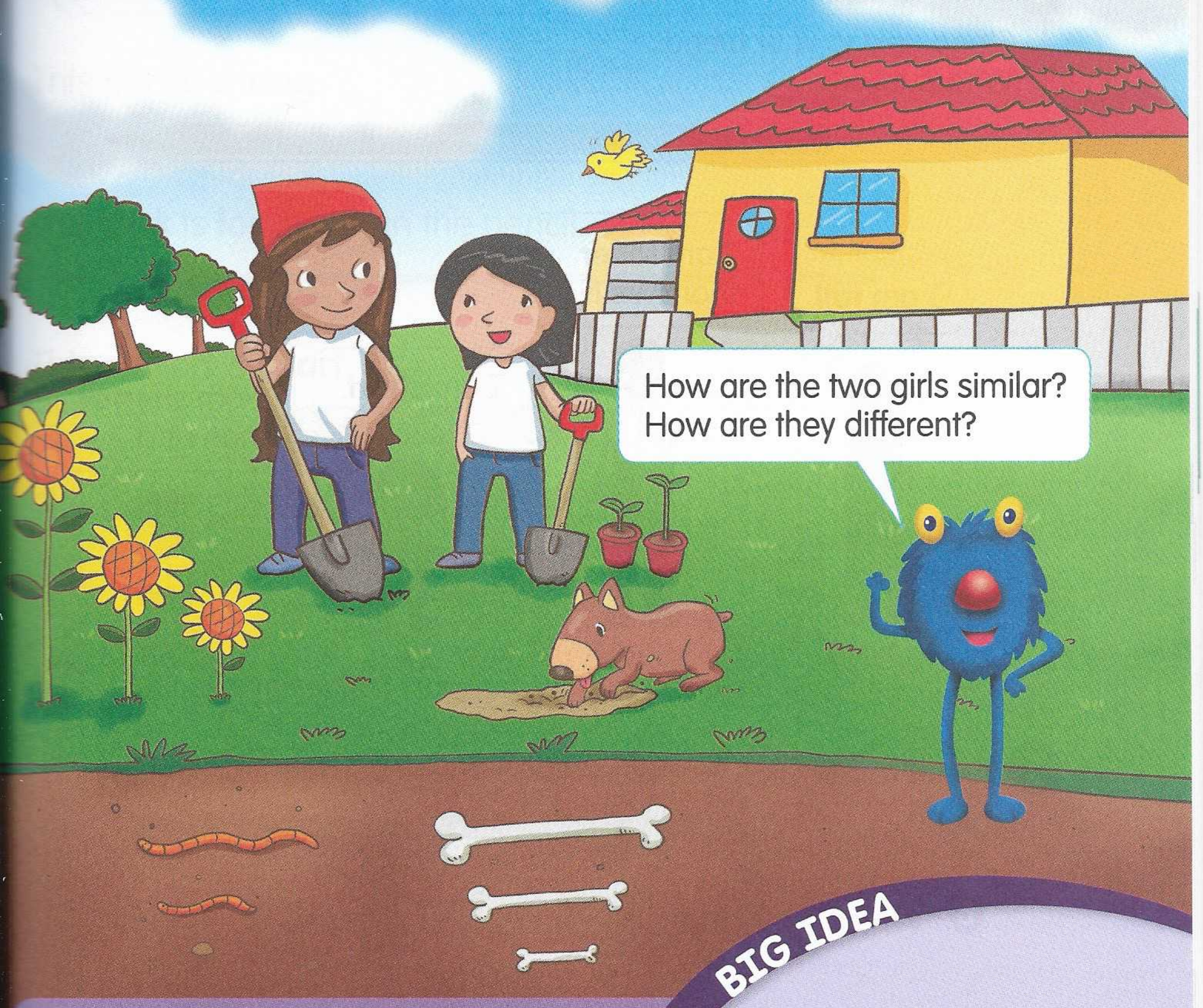
☐ − ☐ = 3

Use number cards to help you.

Workbook A: Put On Your Thinking Cap! pages 143–

CHAPTER
9

Length


How are the two girls similar?
How are they different?

Lesson 1 Comparing Two Objects
Lesson 2 Comparing More Than Two Objects
Lesson 3 Using A Start Line
Lesson 4 Measuring Length
Lesson 5 Measuring Length In Units

BIG IDEA

Compare the height and length of objects. Measure length using non-standard units.

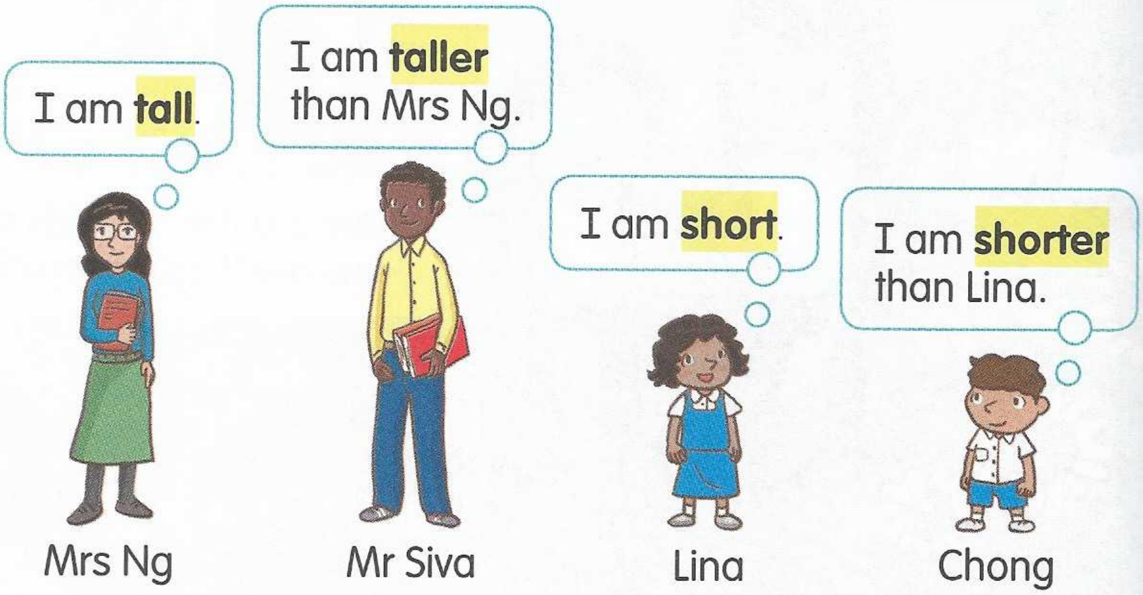
LESSON

1

Comparing Two Objects

Learn Comparing heights

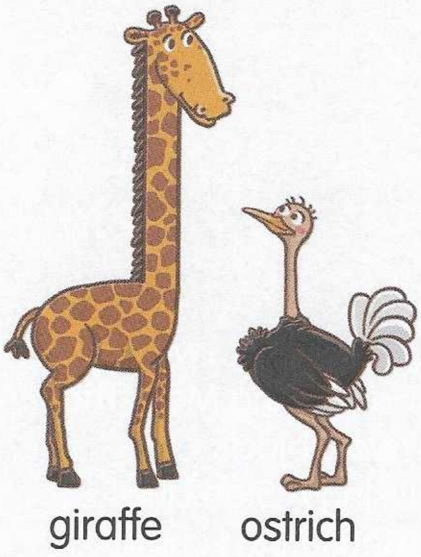
Stand next to your friend.
Who is taller?
How do you know?


I am **tall**.
I am **taller** than Mrs Ng.
I am **short**.
I am **shorter** than Lina.
Mrs Ng
Mr Siva
Lina
Chong

1 Look at the picture.

a Which is taller?

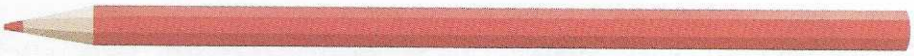
b Which is shorter?


giraffe
ostrich

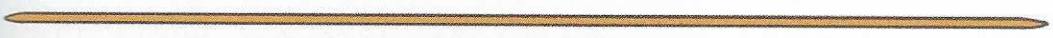
Learn Comparing lengths

Take a crayon and a pencil.
Place them next to each other.
Which is longer?
How do you know?

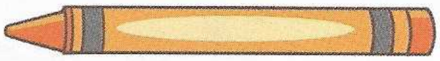
This pencil is **long**.



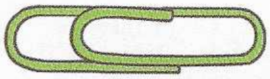
This stick is **longer** than the pencil.



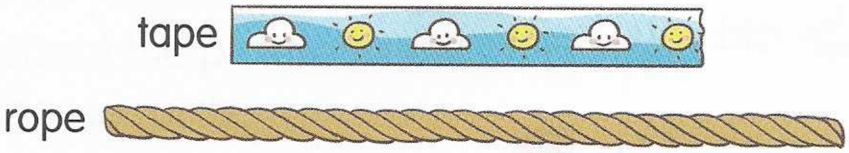
This crayon is **short**.



This paper clip is **shorter** than the crayon.



2 Look at the picture.



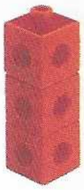
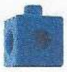
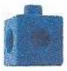
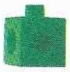
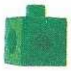
a Which is longer?

b Which is shorter?

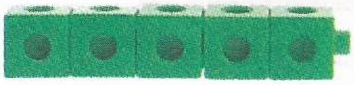
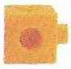
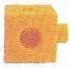
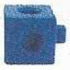
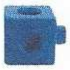
Point out to your child that 'short' can be used to describe height as well as length.

Hands-On Activity

Station 1

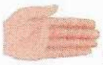
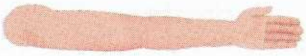
1. Make a tower like this .
2. Make a taller tower with .
   How many  did you use?
3. Make a shorter tower with .
   How many  did you use?

Station 2

1. Make a train like this .
2. Make a longer train with .
   How many  did you use?
3. Make a shorter train with .
   How many  did you use?

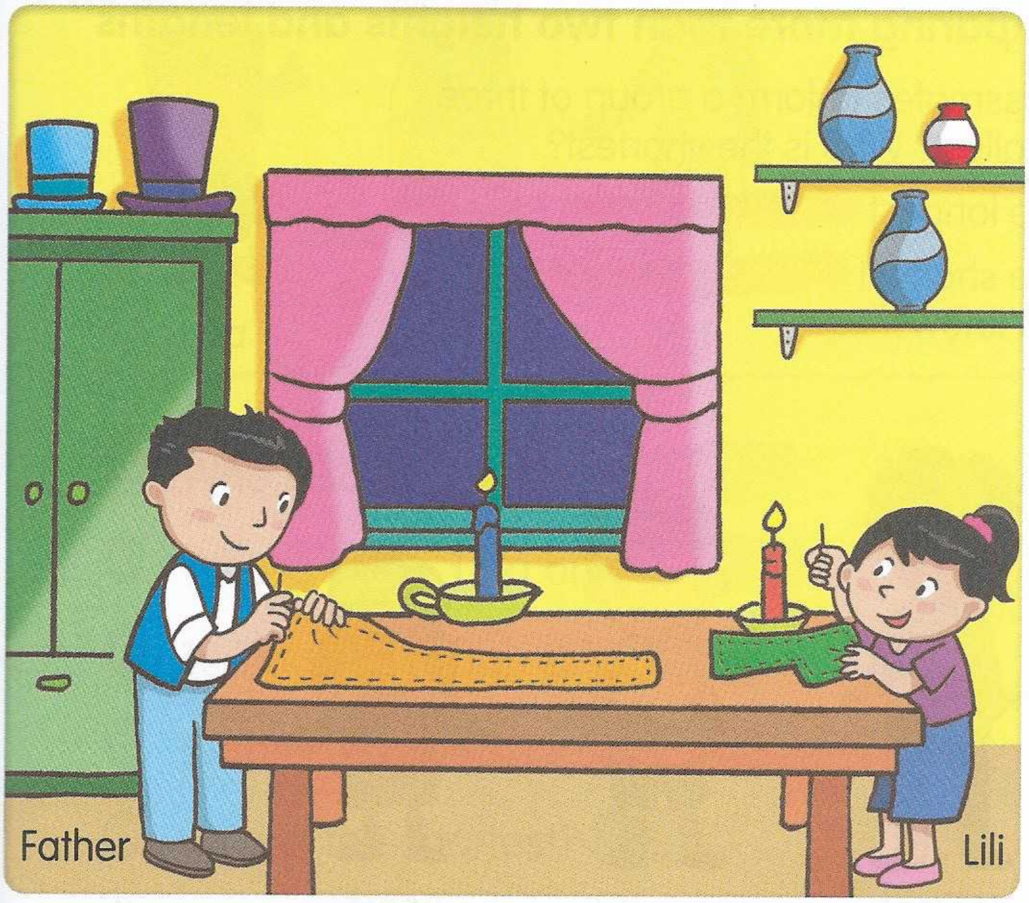
Station 3

Look around your classroom.

- a Find three objects longer than your .
- b Find three objects shorter than your .

Let's Explore!

Father and Lili are sewing!

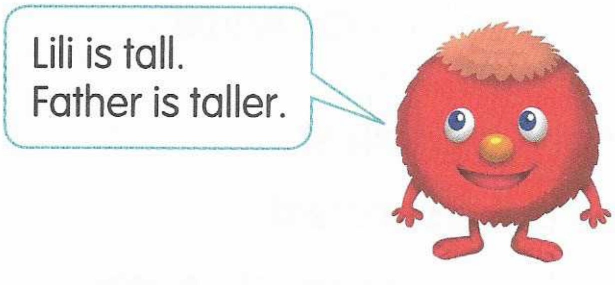

Father
Lili

What do you see in the picture?
Talk about the picture with your partner.
Use these words.

tall taller

long longer

short shorter


Lili is tall.
Father is taller.

Workbook A: Practice 1, pages 147–150

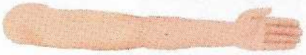
Bring your child to a supermarket and ask him to describe what he sees using 'tall', 'taller', 'long', 'longer', 'short' and 'shorter'.

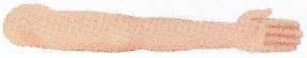
LESSON

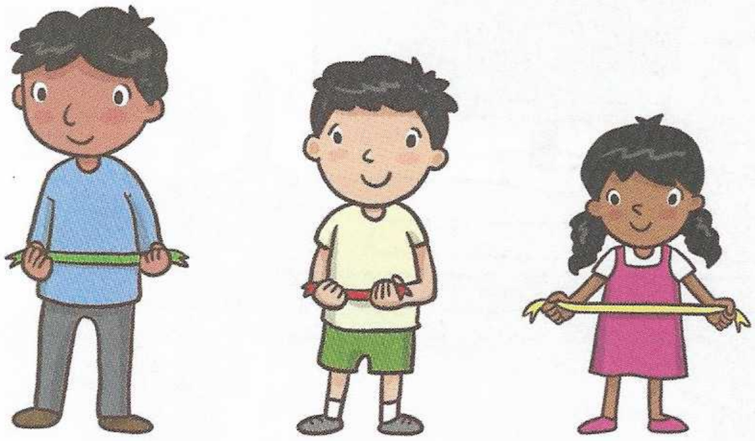
2 Comparing More Than Two Objects

Learn Comparing more than two heights and lengths

Get your classmates to form a group of three.
Who is the tallest? Who is the shortest?

Who has the longest ?

Who has the shortest ?
How do you know?



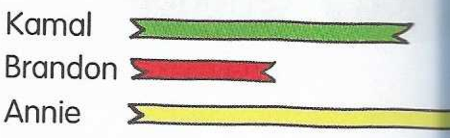
Kamal is taller than Brandon.
Brandon is taller than Annie.
Kamal is taller than Annie.

Kamal is the **tallest**.

Annie is the **shortest**.

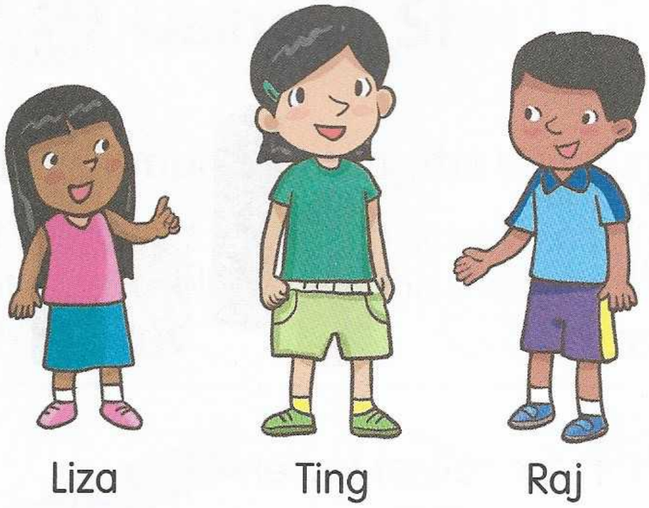
Annie has the **longest** ribbon.

Brandon has the **shortest** ribbon.



Ask your child to compare the heights of three of your family members using 'tallest' and 'shortes

① Look at the picture.

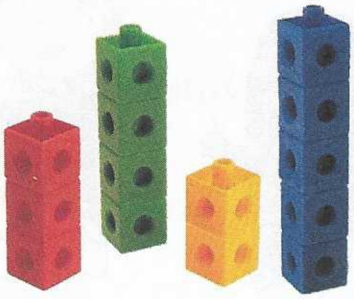


- **a** Who is taller, Liza or Raj?
- **b** Who is taller, Ting or Raj?
- **c** Is Ting taller than Liza?
- **d** Who is the tallest?
- **e** Who is the shortest?
- **f** Who has the longest hair?
- **g** Who has the shortest hair?

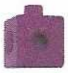
Workbook A: Practice 2, pages 151–153

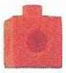
Hands-On Activity

Station 1



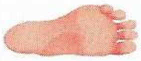
1. Make four towers like these.
   Arrange them in order.
   Begin with the shortest.

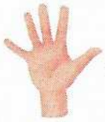
2. Make a tower taller than the tallest tower.
   How many  did you use?

3. Make a tower shorter than the shortest tower.
   How many  did you use?

Station 2

Look around your classroom.

a. Find three objects shorter than your .
   Arrange them next to one another.
   Which is the shortest?

b. Find three objects longer than your .
   Arrange them next to one another.
   Which is the longest?

Workbook A: Maths Journal, page 15

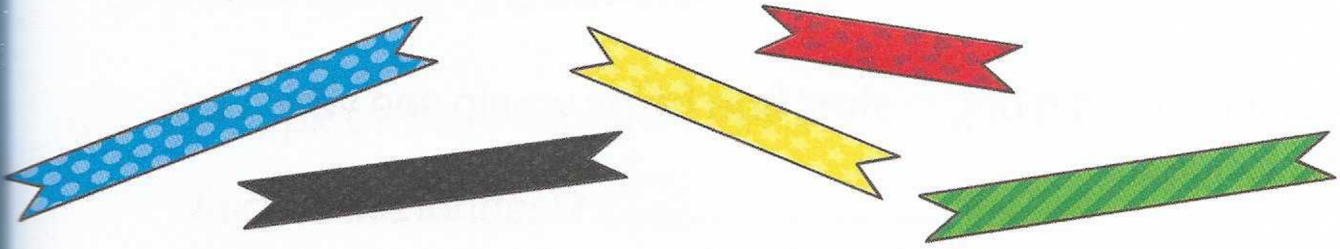
Bring your child to a park or a supermarket. Ask him to point at five objects that are taller than him and five objects that are shorter than him.

LESSON 3

Using A Start Line

Learn Comparing lengths using a start line

Put five straws of different lengths on your table.
Is it easy to tell which is the shortest or the longest?
Why?



Which ribbon is the shortest?

The red ribbon is the shortest.

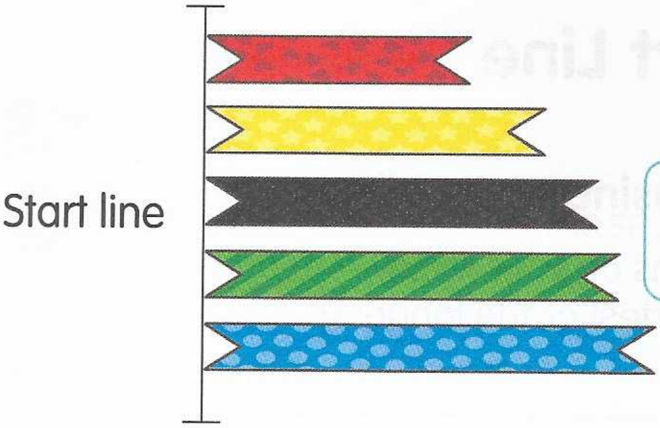
Which ribbon is the longest?

The blue ribbon is the longest.

No, the green ribbon is the longest.

Who is correct?
How can you find out?

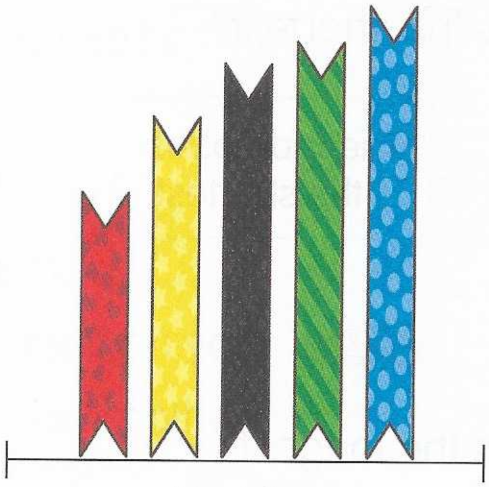
Now, can you tell which ribbon is the longest?



The blue ribbon is the longest.

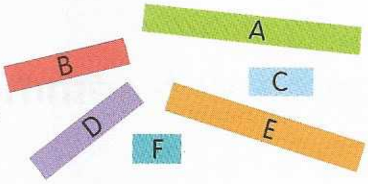
Placing things along a **start line** helps you to see which is the longest.

I can draw the start line like this too.



Get your child to practise arranging objects along different start lines; for example by drawing a straight line or by using the straight edge of a ruler.

Hands-On Activity

1. Cut out copies of  .

   Guess which is the longest.

   Guess which is the shortest.

2. Now, place them along a start line.

   Which is the longest?

   Which is the shortest?

Workbook A: Practice 3, pages 155–156

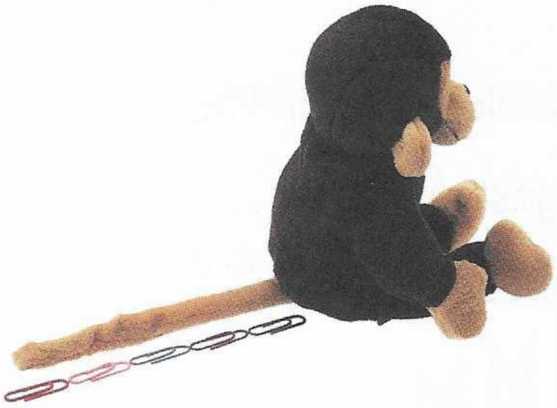
LESSON

4 Measuring Length

Learn Measuring length using common objects

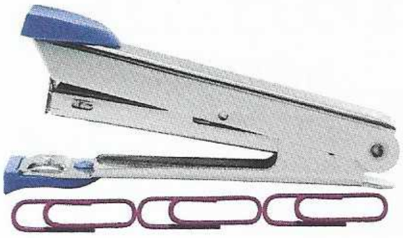
Take your workbook.

How can you use to measure its length?



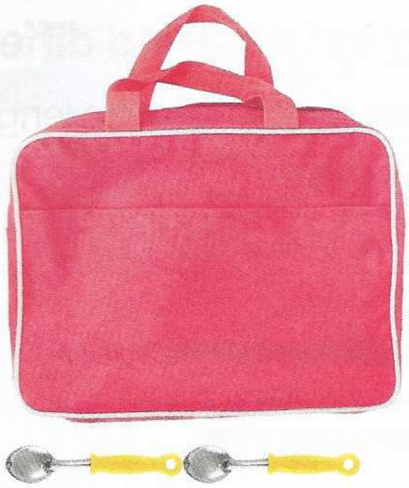
The monkey's tail is **about** 5 paper clips long.
Its length is about 5 paper clips.

1 Look at the picture.



a The stapler is about paper clips long.

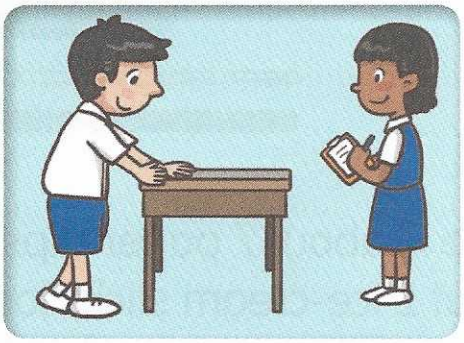
Explain to your child that we use 'about' when the measurements are not exact.



b The bag is about spoons long.

Hands-On Activity

Use your ✋ to measure:

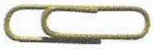
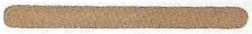


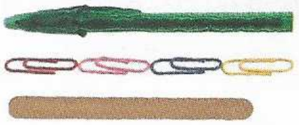
- **a** the teacher's table
- **b** your table
- **c** your textbook

1. Which is the longest?
2. Which is the shortest?
3. Is your table longer than the teacher's table?

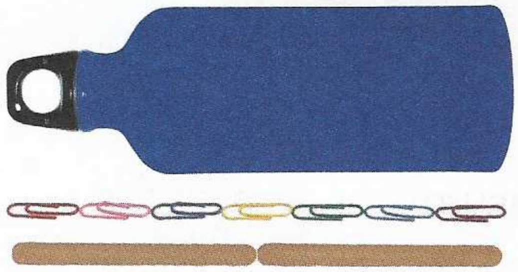
Put a long umbrella on the floor. Show your child how he can use his feet, by putting one in front of the other, to measure its length.

Learn Measuring length using different objects

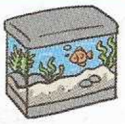
Which would you use to measure the length of a table,
 or  ?
Why?

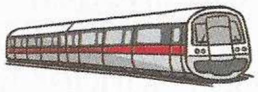


The pencil is about 4 paper clips long.
It is about 1 ice-cream stick long.

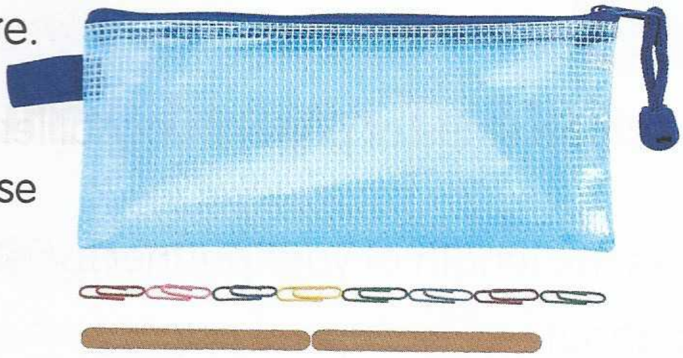


The bottle is about 7 paper clips long.
It is about 2 ice-cream sticks long.

What should I use to measure the length of a fish tank? 

What about a train? 

② Look at the picture.



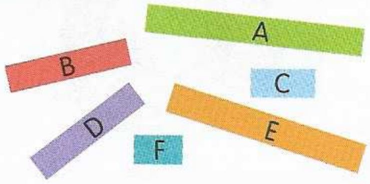
ⓐ The pencil case is about paper clips long.

ⓑ It is about ice-cream sticks long.

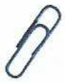
Hands-On Activity

Station 1

Use



and

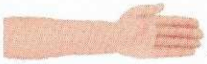


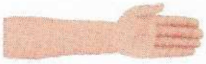
.

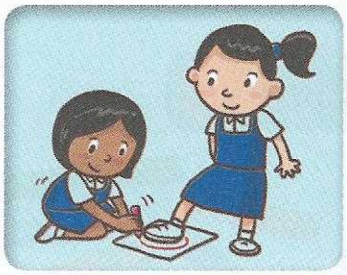
1. Guess the length of each strip of paper.
   paper clips
2. Now, put the paper clips along the strips.
   How many of your guesses are correct?
3. Arrange the strips in order.
   Begin with the shortest.
   What is the correct order of the strips?

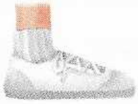
Station 2

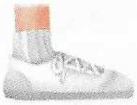
1. Take some strips of paper of equal length.

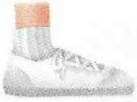
2. Guess the length of your partner's .
It is about ____ strips of paper.

3. Now, use these strips to measure
the length of your partner's .
It is about ____ strips of paper.



4. Trace your partner's  on
a piece of paper.

5. Guess the length of your partner's .
It is about ____ strips of paper.

6. Now, use these strips to measure the length of your
partner's . It is about ____ strips of paper.

Did you guess correctly?

Workbook A: Practice 4, pages 157–158

Have your child use his hand to measure the length of a table. Repeat this activity using a spoon. Tell your child that we can use different objects to measure the same length.

LESSON

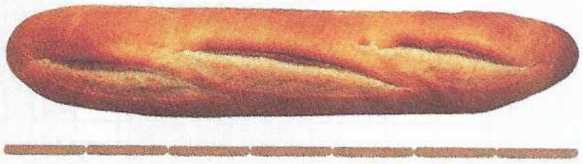
5

Measuring Length In Units

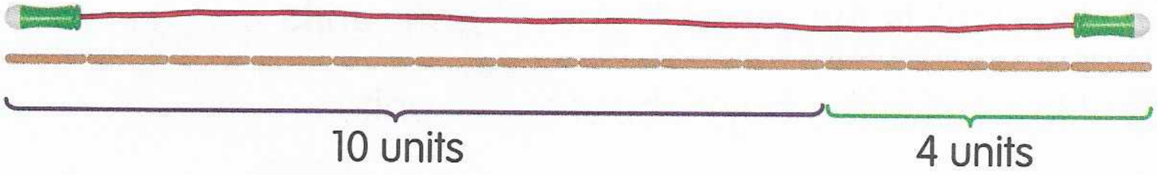
Learn Measuring length in units

What different objects can you use to measure the length of a toothbrush?
Do you think you will get the same answer?
Why?

1 —— stands for 1 **unit**.

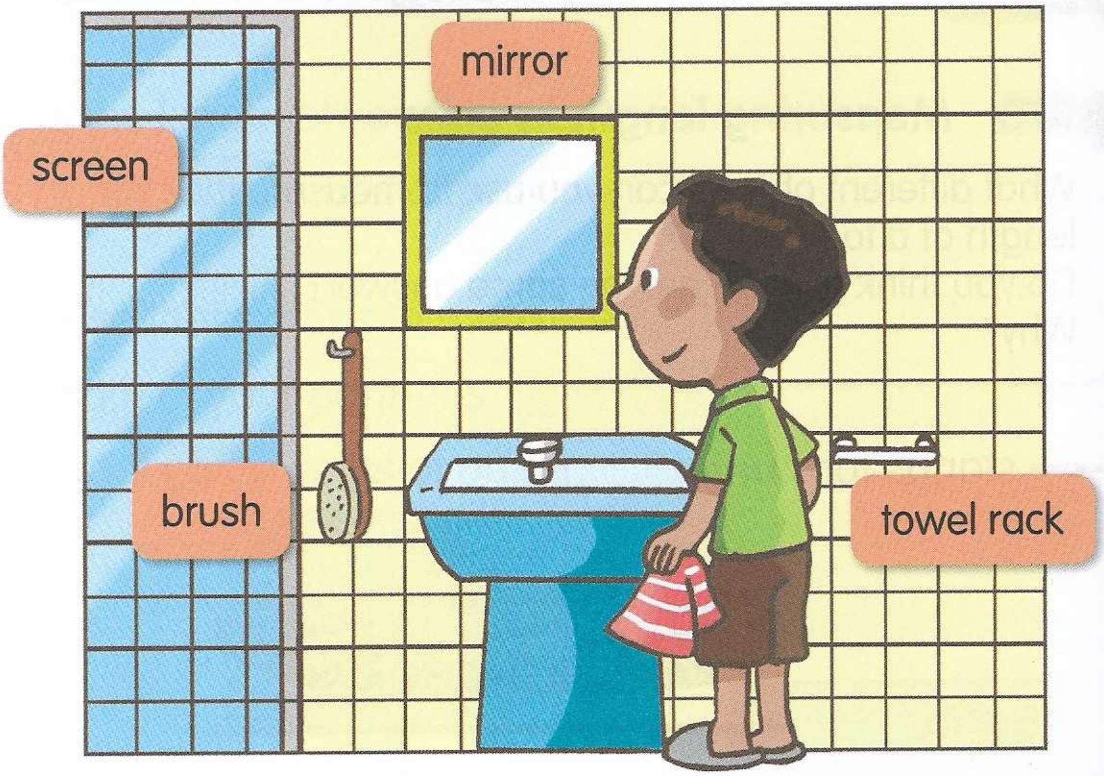


The loaf of bread is about 7 units long.



The skipping rope is about 14 units long.

1 Look at the picture.
Each 🟧 stands for 1 unit.



a How long is the towel rack? about ☐ units

b How tall is the screen? about ☐ units

c How tall is the boy? about ☐ units

d Is the brush longer than the mirror? ☐

e Is the towel rack shorter than the mirror? ☐

f Which is shorter, the brush or the towel rack? ☐

Workbook A: Practice 5, pages 159–162

Hands-On Activity

1. Use 📎 and Footprint to measure these objects.

Object	1 📎 stands for 1 unit	1 Footprint stands for 1 unit
Computer screen		
Whiteboard		
Cupboard		

2. Describe how you used 📎 and Footprint to measure length.

3. Look at the two measurements for the computer screen.
   - a. Does it take more 📎 or Footprint to measure its length?
   - b. Is this true for the other objects you measured?
   - c. Why do you think so?

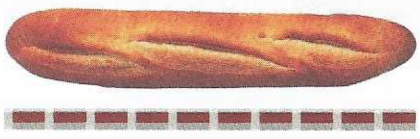
4. Would you use 📎 or Footprint to measure the length of your bed? Why?

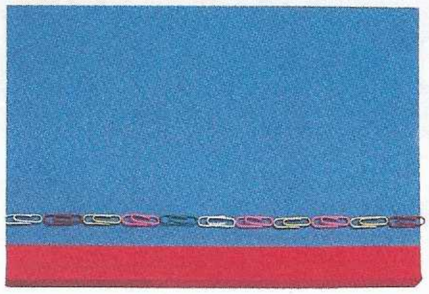
Workbook A: Performance Task, page 163

Help your child understand that using different objects to stand for 1 unit gives different measurements. Remind him that when comparing lengths, he should use the same thing to measure them.

Put On Your Thinking Cap!

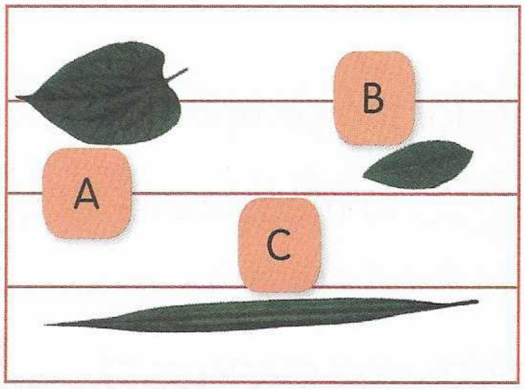
1 Look at the loaf of bread and the book.



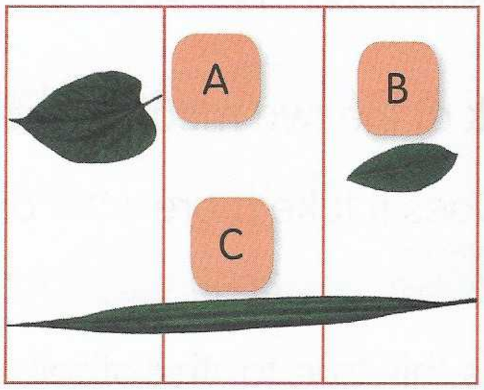


There are more paper clips used than erasers.
Can you say that the book is longer than the loaf of bread?
Why?

2



Set 1



Set 2

You want to find out how long the leaves are.
Which set of lines will you use?
Why?

Workbook A: Put On Your Thinking Cap! pages 164–